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ABSTRACT

This volume contains transcripts of six public hearings held by the San Francisco State University Commission on Human Relations between September and December 1989. The first hearing focused on Asian Pacific Americans and received testimony on higher education admissions policies, treatment in equity programs, student services, health issues, retention, counseling needs, fostering creativity, assessing diversity among Asians, resource allocation, problems of Southeast Asian refugees, student financial aid, ethnic distribution of faculty and students, racial comments, needs of the community outside the university setting, the need for Asian American education majors, curriculum, and reports of ethnic discrimination. Of the other five hearings, two addressed disability discrimination, one focused on sexism and sexual harassment and two dealt with heterosexism/homophobia. (JDD)

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FINAL REPORT OF THE
UNIVERSITY COMMISSION ON HUMAN RELATIONS:
FOCUSING ON RACISM & OTHER FORMS OF DISCRIMINATION

VOLUME II

TRANSCRIPTS OF PUBLIC HEARINGS

HE 023 893

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TRANSCRIPT OF PUBLIC HEARING

CSU ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE

DECEMBER 5, 1989

THE CALIFORNIA STATE UNIVERSITY

ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE

Public Hearing Testimony
San Francisco State University
December 5, 1989

TESTIMONY
CHANCELLOR'S ADVISORY COMMITTEE ON ASIAN AMERICAN AFFAIRS
SAN FRANCISCO STATE UNIVERSITY
DECEMBER 5, 1989

DR. SUZUKI AND MEMBERS:

ON BEHALF OF THE ASIAN AND PACIFIC AMERICANS IN HIGHER EDUCATION (APAHE), WE WOULD LIKE TO THANK YOU FOR GIVING US THE OPPORTUNITY TO SHARE WITH YOU OUR THOUGHTS ON HIGHER EDUCATION ISSUES AFFECTING ASIANS AND PACIFICS.

IN OUR TESTIMONY WE WOULD LIKE TO SHARE WITH YOU THE FOLLOWING TOPICS:

- BACKGROUND OF APAHE
- HIGHER EDUCATION ADMISSIONS POLICIES
- TREATMENT IN EQUITY PROGRAMS
- RECOMMENDED ACTIONS

ACTION PURSUANT TO TITLE IV OR VI (RELATING TO DESEGREGATION OF PUBLIC EDUCATION AND NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS RESPECTIVELY) OF THE CIVIL RIGHTS ACT OF 1964 (42 U.S.C. 2000C-2000C-8 AND 42 U.S.C. 2000D-2000D-6 RESPECTIVELY)

- SECRETARY OF EDUCATION CONDUCT COMPLIANCE REVIEWS OF ADMISSIONS POLICIES IN HIGHER EDUCATIONAL INSTITUTIONS.

OUR ORGANIZATION DOES NOT QUARREL WITH THE PRINCIPLE THAT ASIAN AMERICANS SHOULD BE TREATED FAIRLY IN THE ADMISSIONS PROCESS. IN FACT IN THE SUMMARY OF CONCERNS STATED AT THE FIRST CONFERENCE, WE STATE THAT:

"ADMISSION POLICIES AND PROCEDURES ADOPTED BY THE UNIVERSITY OF CALIFORNIA AND THE PRIVATE INSTITUTIONS FOR THE REGULAR, COMPETITIVE ADMISSIONS BE FAIR, OPEN, AND ACCOUNTABLE AND THAT NO ADMISSION CRITERION HAVE AN ADVERSE IMPACT ON ASIAN AMERICAN APPLICANTS."

IN ADDITION, THE CONFERENCE ALSO STATED THAT:

"THE AFFIRMATIVE ACTION PROGRAMS FOR

UNDER-REPRESENTED MINORITIES BE STRONGLY SUPPORTED BY ALL ASIAN AMERICANS".

WHILE HCR 147 ATTEMPTS TO ADDRESS THE PROBLEM OF FAIR TREATMENT OF ASIANS IN THE ADMISSIONS PROCESS, IT FAILS TO REAFFIRM OUR NATION'S COMMITMENT TO PRESERVE AND TO PROMOTE ACCESS OF UNDERREPRESENTED MINORITIES INTO THE HIGHER EDUCATION SYSTEM.

IN ADDITION, THERE IS PRECEDENT FOR APPROACHING THE ADMISSIONS ISSUE IN THIS MANNER. IN 1987, THE CALIFORNIA STATE LEGISLATURE UNANIMOUSLY ADOPTED ASSEMBLY CONCURRENT RESOLUTION 70 (RESOLUTION CHAPTER 108, 1987) AUTHORED BY ASSEMBLYMAN WILLIE L. BROWN, JR. WHICH REQUIRED THE UNIVERSITY OF CALIFORNIA TO STUDY AND TO PUBLICLY DISCLOSE ITS ADMISSIONS POLICIES. IN THAT RESOLUTION, IT SPECIFICALLY STATED THAT:

"NOTHING IN THIS RESOLUTION SHOULD BE INTERPRETED TO MEAN THAT AFFIRMATIVE ACTION EFFORTS TO INCREASE UNDERREPRESENTED MINORITIES SHOULD BE DIMINISHED OR ELIMINATED".

WE HAVE WRITTEN TO CONGRESSMAN ROHRABACHER INDICATING THAT ABSENT THIS LANGUAGE, APAHE CANNOT SUPPORT HCR 147. INCLUSION OF THE ABOVE LANGUAGE WOULD CLEARLY

STATE CONGRESS' INTENT TO MEET THE DUAL OBJECTIVES OF FAIRNESS IN THE ADMISSIONS PROCESS AND AT THE SAME TIME, PROMOTE EQUAL EDUCATIONAL OPPORTUNITIES IN HIGHER EDUCATION.

FURTHERMORE, ABSENT SPECIFIC LANGUAGE TO REAFFIRM OUR NATION'S COMMITMENT TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES FOR UNDERREPRESENTED MINORITY STUDENTS THROUGH AFFIRMATIVE ACTION PROGRAMS, OUR ORGANIZATION FEARS THAT THE SUPPORTERS OF THIS RESOLUTION WILL EXPLOIT THE CONCERNS OF ASIAN AMERICANS TO UNDERMINE MUCH-NEEDED EFFORTS TO INTEGRATE MINORITY STUDENTS OF DIVERSE BACKGROUNDS INTO COLLEGES AND UNIVERSITIES ACROSS THE COUNTRY.

WE CALL THIS ISSUE TO YOUR ATTENTION BECAUSE TO DATE, RELATIVELY LITTLE ATTENTION HAS BEEN FOCUSED ON ADMISSIONS POLICIES IN THE CALIFORNIA STATE UNIVERSITY SYSTEM. HOWEVER, SHOULD ANY ANALYSIS TAKE PLACE OF CSU'S ADMISSIONS POLICIES, THE REVIEWERS SHOULD BE COGNIZANT OF APAHE'S CONCERNS.

<u>TREATMENT IN EQUITY PROGRAMS</u>

DURING ITS INVESTIGATION OF THE ADMISSIONS PROCESS AT THE UNIVERSITY OF CALIFORNIA, THE ASIAN AMERICAN TASK FORCE ON UC'S ADMISSIONS POLICIES DISCOVERED THAT LOW

INCOME ASIANS WERE TREATED DIFFERENTLY THAN OTHER LOW INCOME STUDENTS.

SPECIFICALLY, IN THE EDUCATIONAL OPPORTUNITY PROGRAM (EOP), LOW INCOME ASIANS WHO HAD APPLIED AS AN EOP STUDENT WERE AUTOMATICALLY REDIRECTED TO THE UC SANTA CRUZ CAMPUS. THE TASK FORCE WAS CONCERNED WITH THIS DECISION BECAUSE:

- MOST ASIAN EOP APPLICANTS WERE FROM THE BAY AREA, AND BECAUSE THEY WERE POOR, IT WAS UNLIKELY THAT THEY COULD AFFORD TO ATTEND THE SANTA CRUZ CAMPUS.

- STUDENTS IN SIMILAR SITUATIONS WERE BEING TREATED DIFFERENTLY. LOW INCOME ASIAN EOP APPLICANTS WERE REDIRECTED. HOWEVER, LOW INCOME BLACKS AND LOW INCOME CHICANOS WERE NOT REDIRECTED.

THIS ISSUE IS IMPORTANT TO APAHE. ASIANS IN SIMILAR CIRCUMSTANCES SHOULD BE TREATED SIMILARLY COMPARED TO OTHER GROUPS. AS WAS INDICATED IN OUR SUMMARY OF CONCERNS:

> "ALL EOP APPLICANTS ELIGIBLE FOR UC, CSU AND COMMUNITY COLLEGES BE TREATED EQUALLY AND FAIRLY WITHOUT REGARD TO THEIR RACE, GENDER OR NATIONAL ORIGIN".

RECOMMENDED ACTIONS

APAHE APPLAUDS THE LEADERSHIP CHANCELLOR REYNOLDS HAS TAKEN TO ESTABLISH THIS IMPORTANT COMMITTEE. HOWEVER, IDENTIFICATION OF ISSUES, ANALYSIS, AND RECOMMENDATIONS ARE NOT ENDS IN AND OF THEMSELVES. IF THERE IS A SERIOUS COMMITMENT TO ADDRESS THE CONCERNS EXPRESSED BY THIS ADVISORY COMMITTEE, FORMAL ACTION IS NEEDED. SPECIFICALLY, APAHE REQUESTS THE THE COMMITTEE CONSIDER THE FOLLOWING PROPOSED ACTIONS:

- THAT THE RECOMMENDATIONS CONTAINED IN THE REPORT BE FORMALLY PRESENTED TO THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY SYSTEM.

- THAT THE RECOMMENDATIONS BE REVIEWED AND IMPLEMENTED BY THE TRUSTEES WITHIN A SPECIFIC TIME FRAME.

- THAT THE COMMITTEE CONTINUE AS A STANDING COMMITTEE OF THE CALIFORNIA STATE UNIVERSITY SYSTEM; TO MONITOR CSU'S PROGRESS IN IMPLEMENTING THE RECOMMENDATIONS, AND TO PROVIDE A CONTINUING DIALOGUE WITH THE SYSTEM ON ISSUES OF CONCERN TO THE ASIAN AND PACIFIC COMMUNITY.

QUESTION/ANSWER SESSION - (Mr. Shimasaki)

Dr. Kashiwabara: I'd like to state that you can be assured that the findings of the Committee and recommendations will be reviewed by the Chancellor and the Chancellor's Office. They will be distributed to the entire system before, and have the input of the campuses, and then will be presented to the Board of Trustees. It will go.

Mr. Shimasaki: That's great.

Dr. Santos: Have you had any indications as to why low income Asians were rejected at UC?

Mr. Shimisaki: You will be able to ask that of Henry Der when he comes to testify later this afternoon. But as I understand from the Task Force on University Admissions, there is a difference of opinion as to whether that was done deliberately or that that was done inadvertently by the University. The University contends it was done and it was sort of inadvertent. The University Task Force on Admissions feels otherwise. That it was a deliberate act. That it was a policy decision designed to curb the number of Asian participants on the campus.

Dr. Santos: Was this policy known to the applicants?

Mr. Shimisaki: No. That was the other part about it. The EOP applicants were unaware. The redirection decision apparently took place after all the EOP applicants had applied. Because there was such a huge number of applicants that came in that decision was made. Again that was another concern. That the rule of the games had changed midstream, after the fact and after the students and parents had a chance to apply and file. Had they known of this they might have made some other decisions.

Dr. Lou: Does your organization have any indication that this practice is commonplace in the CSU system anywhere?

Mr. Shimisaki: We don't have any indication as of yet. But, again it is one of those situations where we sort of just looked at the UC system and observed that system. We haven't begun to take a thorough or comprehensive review of the CSU system or the private college system yet. We're just getting into these issues and just sort of at the tip of the iceberg on these kinds of questions.

Dr. Senzaki: I was wondering if you could clarify for us, if you have any information, when the students that applied were being evaluated was there any comments about priority decisions on categories of acceptance by ethnicity?

Mr. Shimisaki: I don't have any detailed information on that. Perhaps Henry, when he testifies can give you some more, can illuminate a little further about the categorization.

Dr. Senzaki: We did hear prior testimony in Fresno State and one issue brought by the EOP directors there was lack of slots or spaces available for the underrepresented, historically underrepresented ethnic groups, Latinos, Blacks. And the concern addressed there was perhaps that anyone that was not in that group would not be able to actually be accepted because of utilization of all those slots by the first two groups. I wonder if you have any feelings about the concept of underrepresentation?

Mr. Shimisaki: I think there should be some sort of accounting for that. And again there is also the issue that we're in a situation where we are in a growth mode in California too. So that it seems to me that in most cases where you're having expansion, and there is expansion at various campuses, that you could accommodate those different kinds of needs and different kinds of resources you're going to need within the admissions process. I think, as we move along, as we deliberate on this question, we are going to find that the use of ethnic identification, in and of itself is not going to be a sufficient answer to resolve the underrepresentation question. We're going to have to look to other indicators, such as low income and some other types of criterion that will help achieve the kind of diversity that we want.

Dr. Suzuki: I had a question in regard to the Rohrabacher resolution. I forgot where I read it, but there was a response to that resolution by Congressman Matsui in which he indicated that Rohrabacher had stated somewhere publicly that he was raising this issue because he felt that it was a demonstration of how affirmative action policies are in fact very inconsistent and to the detriment of our society. Do you have any further information regarding that issue?

Mr. Shimisaki: What I have is he, apparently he made a speech before a group and indicated that in part the limiting of the number of Asians is related somehow to the affirmative action program. I don't have the details on that. He has stated in various articles that he has concerns about affirmative action, didn't like the direction it was going. And so that is about the extent of the information I have.

Dr. Suzuki: Has his office staff indicated whether this additional statement that you proposed would be acceptable or not?

Mr. Shimisaki: They haven't indicated that in one fashion or another. We're still waiting for some response. I was told through the grapevine that they were looking at alternative language, but I haven't seen any results or documented efforts.

Dr. Kashiwabara: Henry Der will be able to elaborate on the question that you asked this afternoon. Because he did report in Fresno two or three weeks ago in regards to this. Congressman Rohrabacher did speak before the Heritage Foundation where he

proposed this HCR 147 and, upon questioning, he did admit a motive behind this resolution. And I'll leave it to Henry Der to explain that this afternoon.

Mr. Shimisaki: I might also indicate that we didn't mention it in the testimony here, but Assemblyman Pringle of Orange County has a similar resolution, ACR 98, which will be introduced in the Assembly which addresses and endorses, if you will, the Rohrabacher concept. So our organization will be taking a close watch at that resolution. It is not just going to be an issue at the Congressional level, it's also going to be addressed in the State Legislature.

The CSU Asian Pacific American Education Advisory Committee

Testimony of Elizabeth Coggins
Northern Californian Public Hearing
December 5, 1989

It is my pleasure to speak before you as the San Francisco State University Foreign Student Advisor and as a professional very concerned by the lack of services to our Asian Pacific students.

On an average day, I advise seven or eight Asian students. We discuss academic, social, family, and Immigration concerns. As a group, these students are primarily family oriented. Often parents determine their son's or daughter's major, career path, etc. This is sometimes frustrating to the student who may lack skills in their major or who may have interests in other fields. Asian students rarely verbalize their feelings, ask questions or provide answers in class. This is something which would create loss of face in their country but is highly valued in our classrooms. English problems abound and complicate already grave problems in culturally understanding our American system of test taking, paper writing, relations with faculty not to mention a culturally different bureaucracy with rules they are assumed to already know. A few examples of the items often misunderstood include:

1. how to register,
2. how to choose a class,
3. adding/dropping classes.

Other difficulties consist in finding general information about the right course of study, including the requirements of the desired major.

Also, I commonly hear that it is not easy to make friends with other students because everybody seems busy. Students, staff and faculty are not friendly or accommodating.

Language problems include understanding, listening and writing English. For example, understanding a particular instructors speech pattern may be difficult.

I sometimes urge instructors to imagine how it would be for them to study in Tokyo--how would we register, drop a class or pass an exam in Japanese. Studying in a second language is difficult at best and can "traumatize."

I clearly see a need for social activities (parties, picnics), more staff to advise with individual problems and a need for individualized academic advising assistance. There is a clear need for specific help with registration, academic procedures, individualized academic advising and English assistance.

I recommend each campus provide the following:

1. a staff person to program social activities and help with learning American culture;

2. individualized international advising services(one advisor for every 300 Asian students are the professional standards followed by the professional organization of foreign student advisors);

3. specialized academic support services to help with academic problems:
    a. English tutors,
    b. test taking, writing papers,
    c. special writing clinics,
    d. how to participate orally in class;

4. extensive orientation specifically for Asian students administered by an Asian staff member;

5. an International Center as a place where students can "get together" over coffee and hold activities;

These services can best be obtained by improving existing international offices rather than providing new structures for Asian students and provide Asian staff with language capacity in each office.

Finally, I would like to urge cross-cultural training for our Faculty and staff who, as most of us do, assume the American University way of operating is "the right way."

Thank you for your time and attention.

QUESTION/ANSWER SESSION - (Ms. Coggins)

Mr. Nishio: The International Student Office, does that serve both immigrant as well as visa students or is it primarily for visa students?

Ms. Coggins: Some of our campuses do different things, but at our campus about 10 percent of the students, the permanent residents are served. There is, I think about three or four thousand permanent residents on this campus. Again, approximately 60 to 70 percent are Asian. Out of that number I would guess maybe only 10 percent come to our office. The services are open to them they simply are not coming. Again we don't have an Asian faculty member.

Dr. Suzuki: How many students are international students, foreign students?

Ms. Coggins: On this campus we have 1500 F1's, a couple hundred J's, another couple hundred other visas, and again three or four thousand on permanent.

Dr. Dong: I had the same question. How did the permanent resident students find your office instead of what I would assume to be more appropriate offices in general, like counseling?

Ms. Coggins: We find that the majority of our Asian students find us through being referred to us. But also I think what we find is that they are not coming to the other regular services. They are not going to the counseling center, they're not going to academic advising because they're not getting individual attention. They have to attend group meetings where you would have to speak up in public so they are not using the regular services.

Dr. Dong: What are the resources that you have in your office for these students?

Ms. Coggins: Just me. I think we're probably the poorest staffed of all of the international offices.

Dr. Santos: Have have you handled transfer credits from other institutions?

Ms. Coggins: I don't deal with that. Our office does not deal with the admissions process.

Dr. Santos: Are you aware of what's happening?

Ms. Coggins: No I am not actually. I could not speak to that.

Dr. Khare: The last point you made in your report, could you elaborate on that, what you mean by what's the right way and what do you see as the need. First of all can you give us some examples?

Ms. Coggins: I find a number of faculty were complaining informally about plagiarism. Plagiarism is a very American concept and they thought our concept...not copying something. It's interesting that all of our students are taught to copy in high school, but suddenly when you get to college you're taught you can't copy, that it's plagiarism. So there is a lot of our faculty concerned about this, and yet there is not the understanding that this may be a different way of doing things in different countries. It's more like, for instance we have a large number of Indonesian students and the Indonesian students are kind of put in a box as more likely to plagiarize, more likely to cheat. That's kind of like a cultural peril. But I think with some training in terms of differences between the different cultures then they could see that they're just coming from a different point of view. Nobody's really right or wrong. We don't have to punish students...and it does take more work to work with students from different cultures. You have to be very specific about what you're doing and what you're saying. We have to often times write out what you're assuming people know. A lot of times I think it comes from assumptions, that faculty assume that all students know they are supposed to talk up in class. That's not necessarily true. They may or may not know that they can speak up in class. They may assume that they're not supposed to speak up in class. That they will get a lower grade for speaking up in class. And staff, particularly front line staff in areas such as registration, they need to work with these people and they get very frustrated. Often times in a front line situation you'll handle a different culture every five minutes, so it's real frustrating because you're having all these different kinds of experiences coming towards you and not understanding.

Dr. Suzuki: Do you have any particular problems with students from the Peoples Republic of China since the crack down there?

Ms. Coggins: When the massacre first happened the students were quite scared, nervous, upset. There was a lot of emotional reaction. This campus has been very fortunate. Dr. Corrigan has presented, has a special task force which will individually be helping. There's about 130 Chinese students on our campus.

Dr. Suzuki: 130!

Ms. Coggins: Yes. The members of that task force will be individually working. They are real concerned now because they don't know about their future. Where am I going to go, now that I don't know whether I'm going to stay in the United States? I don't know whether I'm going home. I don't know whether I'll be allowed to. That frustration of not knowing what your future's going to be. But in terms of the daily operation they seem to be, in fact they're going to classes.

Dr. Howard: What do you see as the difference between Asian refugees and international students?

Ms. Coggins: I have a poor sample of that. Some of the questionaires were filled out, that were filled out by refugees but I didn't do a special, or just pull out a special sample for the refugees. So I don't have a special sample for the refugees. My guess is that they are having, the interesting thing about the survey was that it showed that permanent residents and foreign students have the same issues. That they didn't have different issues. The permanent residents were more sophisticated in saying this, but they have the same issues. My guess would be that the refugees would have pretty much the same kind of situation, particularly around issues such as understanding the structure, bureaucracy, how to succeed in the classroom. A lot of that came up in that survey. The basic things that everybody assumes that they know how to do were not basically understood.

Dr. Santos: Can you give us a feel for what happens to a foreign student when he gets on campus? Hypothetical.

Ms. Coggins: Let's take Mr. Ho from Taiwan. Mr. Ho comes to campus and attends a two week orientation. About half of our students go, so let's say that Mr. Ho went to this orientation. And he got a lot of infomation but didn't get a lot of individual, didn't have many individual friends to relate to. So Mr. Ho found that he couldn't get classes because he didn't have, he was frustrated because he didn't preregister because he's coming from, say another system or something. He wasn't able to get the classes he needed so he finds himself starting out on a bad foot. Can't get the right classes he needs. He's not sure what the right classes that he needs are, because he was not able to sit down with an individual advisor to say this is what you need to do the first semester and this is what you need the second semester, etc.

Another typical problem is just kind of like large masses of people and not being able to connect the one particular student or make any particular relationships. So he might, the third or fourth week, be wandering around again with lots of people there but without any real connection. After that he would probably get into classes and be experiencing problems in classes. Either again because of not speaking up in class and not knowing he's supposed to speak up in class, or perhaps having a C grade on a test and that being a problem for him personally but not feeling like he might be able to talk with the Professor. Because again it's not culturally appropriate to talk individually with Professors during office hours.

He might have a problem with not knowing how to write a term paper or having written in a different style that isn't acceptable to the Professor. We assume that tests are the same all around the world, but tests aren't. Tests are very culturally different. A lot say true or false, but it's not really true or false. Again we assume that everybody knows how to take the test. Again there is not a large amount of individual time to help the students in the first year or so. And again there is a period where there is a kind of leveling off where everything is okay.

Towards graduation there becomes another kind of problem, I'm sure some of you remember from your own college days, what am I going to do if I graduate? It becomes more complicated for the refugees and for the foreign students, the permanent residents. They don't have the language skills and so they, you know, will anybody hire me with the new immigration regulations? I look foreign will anybody hire me because I know that in some quarters they're being much tougher on people? Do I have a chance of succeeding in America? All of these kind of questions have to be thought through and lot's of times they just keep asking without actually dealing with the issues. They are there for them, but they don't sit down and want to talk about them. I'd rather study for a final and deal with what I'm going to do after.

Dr. Senzaki: It appears to me you really don't have but two people in your office?

Ms. Coggins: There is a director, who deals with mostly faculty and exchange visitors, and then just myself. I will have two graduate students.

Dr. Senzaki: In view of that fact, do you have any program articulation with other ofices, for instance career centers, to work specifically with the foreign students?

Ms. Coggins: Sure, but again it is difficult. For instance, in Taiwan there is no career counseling so your parents wouldn't tell you that there are services on campus. So how would you know about a career center?

Dr. Senzaki: I guess what I'm saying, is there any outreach being done between those traditional offices and the foreign student center?

Ms. Coggins: Well there is not enough staff. And that's what I think I'm asking for is to make this a systemwide priority that there is staff. I have a special seminar with the Career Center, but that only reaches the number of people that we can reach which is not a large number. Ideally what we need is a one on one..

Dr. Sanzaki: I know at UCLA where I worked before that was the situation. That the Career Center had a foreign student office and had people that did work with these students.

Ms. Coggins: What we have here is a week long seminar every semester and we deal with everything related to internships and that kind of thing. And the Career Center writes an article for my newsletter and there is a telephone number there. It's hard work because it's not the bureaucratic custom to have a particular place that you go to.

Dr. Santos: How much of what you suggest in social activities do you have on campus?

Ms. Coggins: Oh, we have almost nothing. But this is what I'm suggesting. Actually I was really surprised to see in the survey that that was the primary, the first thing on their list. What do we want, we want social activities.

Dr. Santos: When I came as a foreign student, I remember one of my activities was joining the international club. And the advisor would place us on weekends with families and it was really kind of tremendous, it was a tremendous advantage.

Ms. Coggins: And I would argue that, coming from the survey, that permanent residents were saying the same thing.

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HEALTH ISSUES FOR COLLEGE STUDENTS OF ASIAN DESCENT

Presented by Myra Lappin, MD, Director, Student Health Service, San Francisco State University, December 5, 1989.

Case I: An academically enterprising student, without family in this country, comes to the Health Center for left neck pain. History and examination reveal a muscle spasm. She is not able to accept that the stress and sadness of being on her own, the first Chinese daughter in America, and in a competitive computer science field, could be a source of her problem. She is willing to take a pill, but doesn't fully understand why. After four months and weight loss of 12-15 pounds, her grandmother comes from China for five to six months, gives her body massage and teas, and feeds her. The student regains weight and her pain resolves. When asked if she would be unhappy if, or when, her grandmother returns to China, she answered, "She has been here as long as she can."

Within two months after her grandmother's departure, the student returned to the Health Center with a recurrence of the same pain.

Case II: A Japanese American male is seen at the Health Center repeatedly for abdominal pain and for a refill of ulcer medications, diagnosed at age seventeen. He does not want the career choice selected for him by his family, but is studying hard anyway. He cannot live without his anti-ulcer medication, and he refuses to discuss the generational conflict with is parents.

As the current Director of the Student Health Service at San Francisco State University and formerly as the Assistant Director of the Student Health Service at CSU Hayward from 1983 to the present, I have had numerous opportunities to familiarize myself with the special needs of international students from Asia. As a physician, I have also provided medical care to students who are Asian-American.

TEACHING:

In 1986 the Student Health Service at Hayward received a grant from Metropolitan Life Foundation to support an Asian Health Project. The ideas incorporated into the grant application grew out of the self-defined needs of the health center staff who recognized that they were not being effective healers to some Asian students. They recognized that cultural and communication differences existed between their Western medical training as health care providers and

the expectations of students from Asian cultures. At the CSUH campus 18% of students were of Asian descent. The first phase of the Asian Health Project was to educate University health care professionals in better methods of providing health care and customized health education to Asian students. The second phase was to recruit and train Asian students to be active "health promoters" among their peers. Finally, the "health promoters" did reach out to their peers through presentations at ethnic clubs, classes, health center tours, and distributing health education materials in the primary languages of the students. The goal was for the Asian students to become better-informed about anxiety provoking or intimate health matters in the language in which they were the most comfortable.

Thirty-two hours of training workshops for Student Health Service staff were completed during1987. Workshops included such topics as: Adolescence, Self-Image and Media Stereotypes, Food Habits of the Well and Sick in Asia, Special Health Services for Refugees, Mental Health in Four Cultures of Asia, and Eastern Medicine: Modes of Treatment. The topics came from questions that the Western-trained health personnel needed answers to and presentations were made by health professionals of Asian descent residing in the Bay area.

In summary, this Asian Health Project was a cross-cultural experience for both health center staff and students of Asian descent. In addition, coordination with instructors in departments such as Health Sciences, Psychology and Marketing took place, so that in a limited way, faculty participated in the improving awareness about the diverse health issues of Asian students.

SERVICE:

During the 1988-89 academic year at San Francisco State University, the departments within the Division of Student Affairs conducted a faculty out-reach project. The Student Health Service staff, by consensus, selected the Office of International Programs to be its designated academic partner. During the year, the two departments conducted 13 different projects or programs (see attached). Some were short sessions, such as in-service training to familiarize each other with the special needs of the clientele (the international student); other programs were conducted on a pilot basis (health center presentations during the formal orientation for

international students conducted each semester); and other programs became ongoing (such as mandatory health insurance for foreign students, to help them conserve their financial resources by insuring against the unexpected catastrophic illness or injury).

The thirteen varied projects allowed the staffs of the Office of International Programs and the Student Health Service to better coordinate and problem solve together, to establish relevant programs for students and staff alike, and to minimize the red-tape for students by orienting them early in their academic year about the specialized health care system in the U.S. and how the health center staff can help them stay well.

RESEARCH:

In 1988, the Student Health Service conducted a research study under the auspices of the Public Research Institute.

The study is entitled: **AIDS and the Urban University: Profiles in Sexual Behavior and Attitudes at San Francisco State University.** The mail survey sent to 1600 students was returned by 38% of the sample. 29% of the students queried were self-defined as Asian, which is the same as the university census.

Asian students were the least sure about what is defined as risky behaviors for the transmission of the HIV virus (65% for Asian students vs. 90% for whites); 9% of Asians personally know someone who has AIDS vs. 32% of whites; 43 % of heterosexual Asians report using contraception all of the time vs. 67% of whites; 41% of Asians abstained from sex or had no sexual partner in the year before the study vs. 11% of whites; and when asked if "you would like to communicate more with your partner(s) about safer sex," 74% of Asians responded yes vs. 47% of whites.

When asked about alcohol consumption, 56% of Asians rarely consume alcohol vs. 24% of whites, and only 1% consume daily vs 12% of whites.

In summary, Asian students responding to a randomized mail survey about highly sensitive health topics are generally less sexually active than their white counterparts, but also desire more skills in communicating about sexual matters then their classmates.

At the health center the two most common verbal requests we receive from students of Asian descent are for dental care/dental insurance and for medical attention for problems which are perceived of as being mental health related by Western health providers. Continued cross-cultural training and further efforts at providing dental services can address these requests.

Looking to the future, two more research topics on health issues of importance to students of Asian descent need to be addressed on this campus: first, breast care/breast screening for the early detection of breast cancer, and second, testing for the presence of the hepatitis B virus for the early detection of chronic liver disease, sexually transmitted hepatitis B, and early detection of liver cancer caused by the virus. People of asian-descent are at increased risk for these two diseases and health education and early detection are crucial to the preservation of health.

Work in the three areas of teaching, service and research conducted by the Student Health Service has demonstrated that college students of Asian descent have some very specialized health needs. Under my direction the Student Health Service and its staff are committed to customizing services and educational programs to meet these needs. Pilot programs addressing the cross-cultural issues of health and illness East and West are easily replicated and contribute to the individualized supervision required by each matriculated student to insure retention and completion of their academic career goals.

Thank you for allowing me to share my information with you at this public hearing. I would be glad to provide more details if so requested.

get their sexual partner immunized so that someone with chronic Hepititus B does not transmit it to an unimmunized sexual partner or partners. And currently unfortunately...is the only provider of the recomnivac Hepititus B and it's about $150 for the three doses. It's very expensive prevention in that sense. So we would like to do more. I know one campus did, at San Diego State, they spent a lot of time screening for Hepititus B, but primarily in the gay male population. And they were not particularly successful in either getting people to come in or even in offering free vaccine.

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Student Health Service
415/338-1251

Memorandum

To STUDENT HEALTH SERVICE STAFF Date: May 10, 1989

From Myra Lappin, M.D.

Subject: Staff Survey on the International Student Outreach Program

Please have the enclosed survey document completed and returned to my office by Wednesday, May 17, 1989. As a reminder, the following are some of the programs of 1988-89.

International Student Activities 1988-89

1. International culture workshop for clerical staff
2. International culture workshop for professional staff
3. International student orientation - beginning of Spring 1989 semester
4. International student panel, May 7, 1989, on health problems for Student Health Service staff.
5. International Student mandatory health insurance - working toward an improved policy at reduced premiums.
6. International Student Committee - meet on a regular basis to facilitate projects related to International Student health matters.
7. Travel Clinic - acquiring RN II, assigning a staff physician for the Clinic and acquiring up-to-date computer information on international travel.
8. Expansion of immunization program for international travel
9. Close liaison with International Program Office and International Student Advisor on campus.
10. Communication with International Counsulate Corp in San Francisco regarding service offered by the Student Health Center
11. Non-English language health education material made available in Spanish, Chinese, Japanese, Tagalog and Vietnamese.
12. Student Health Service staff attendance at NAFSA meeting in November of 1988.

QUESTION/ANSWER SESSION - (Dr. Lappin)

Dr. Suzuki: Thank you very much for your testimony. I think it is an issue that the Committee has really not addressed.

Mr. Nishio: I appreciate your comments. As Bob said, I think this is an area we haven't explored fully. I was wondering from your own work within the CSU, how would you characterize other health service centers within the CSU in terms of the degree to which they have demonstrated some awareness and activity in terms of looking at the particular health service needs of Asian Pacific students?

Dr. Lappin: I think it's pretty minimal. I go twice a year to the Health Center Directors meeting of the CSU and I've been going now six years. I went not only when I was Assistant Director but continued to go as a Director. We always spend some time highlighting new programming or new things that are going on. The topic continues to recur from my perspective, but other people are interested and would like training but noone has initiated it. I also think that we're in such a wonderful area, being in the Bay area, to have so many professional resources which not all campuses, for instance Chico, even if they had the audience they really don't have the presentors. Not that they couldn't speak out on videos, but would have to be a little creative. But I think that the interest, I don't think anyone else has duplicated to date.

Dr. Lou: There are no other activities at other campuses?

Dr. Lappin: The San Jose campus. Primarily the two groups there are the Spanish speaking, and in the Asian community...which is not the same here at San Francisco. And I really do not know of anything specific, I don't think there has been a specific program. Which doesn't mean that there isn't someone in the health center with an interest. But it hasn't been a very organized effort.

Dr. Suzuki: I think certainly the Committee ought to pursue this issue. I'm particularly interested in it because my wife is very much into Chinese herbal medicine and wouldn't let a western doctor touch her with a hundred foot pole. I think it's something we ought to really look at.

Dr. Kashiwabara: Do you do serum screening for the Hepititus virus?

Dr. Lappin: Yes.

Dr. Kashiwabara: Do you do serum screening on all Asians?

Dr. Lappin: No. We would like to, but in terms of cost it's about $9 to do the initial screen which is not very costly. But the subsequent follow up, in terms of if it's positive the further testing probably is close to $50. What we are currently doing is, if students come in with a known history we at least are evaluating them more fully. And if they are in sexual relationships, trying to

Mr. Sterling Sakai, Director, Relations with Schools
and Associate Director, Admissions and Records
CSU, Hayward

I appreciate this opportunity to express the concerns that we have, but I know that you have to. You wouldn't be spending the time on this panel if you didn't think the issues that you have heard at the other two campuses, Fullerton and Fresno, as well as what you will hear at San Francisco State.

We are in a situation, if I might generalize for just a moment. I think we are in a situation where we know, those of us who are here and who are testifying and who are serving, know what the general issues are. The big problem is what do we do with them. We have never, Asian Pacific Americans have never really had a forum from which to demonstrate, explain, and communicate the concerns we have. Now that our numbers in the CSU are growing, ever increasing as the years go by, the problems that we were always aware of for the last ten or twelve or fifteen years now cannot be ignored. Now they have to be reviewed. So speaking personally and on behalf of Cal State Hayward, thank you for this opportunity to publicly voice our concerns.

I'm going to do two things this morning and very quickly because I know time is of the essence. What I wanted to tell you a little bit about is the Asian American Educators Council on the Cal State Hayward campus. And to talk a little bit about some of the problems that I see in our recruitment effort. Not only at Cal State Hayward but systemwide. The Asian American Educators Council is an organization that began about 1978 or 1979. It began with just a couple, three members who felt that there needed to be something somewhat formal put together to allow those Asian faculty and staff who are interested in pursuing the issue of Asian Pacific Americans an opportunity to meet and confer. The membership is open to any staff or faculty member. Our primary activities, although they are not limited to just these, but our primary activities include campus advisement of Asian Pacific American groups, sponsorship and support of campus celebrations and activities, participatin in campus faculty and curricular decisions involving such areas as Asian American Studies, History, Foreign Language, and promotion and communication between Asian faculty and staff. As most of you well know since we do have both faculty and staff..we're all so busy in doing what we're doing that we often do not have, faculty may deal with faculty in a particular department, staff may deal with staff in a particular department, but never the twain shall meet. Somehow we see each other everyday and we say hello on the elvator and cross each other on the campus path, but somehow we never get a chance to really meet with each other and deal with each other. And so AAEC was founded with that in mind.

Today's speakers from Cal State Hayward for the most part represent both AAEC and the Hayward campus. The topics we are going to cover are going to be curriculum, faculty diversity, student recruitment

ntion services, the concept of the disaggregation of the sian and interethnic pressures on the campus. I have put ier very quickly, and I'm sorry it's not neater than it ably should be, a little table for you to give you some ication of what we look like in terms of our Asians at the Cal ate Hayward, both at the staff level and the faculty level. Asian tudents represent something on the order of 21 or perhaps 22 percent of our campus. They are broken down thusly: Asians, which include Chinese, Japanese, and Korean, we're not yet able to break out individual figures for the specific groups, but Asians, as a group, represent approximately 15.2% of our population, Filipino 5%, Asian Pacifics .06%, and other Asians, and we're only kind of guessing at this, including Indian, Afghanistan, about .01%. But if you look at our faculty and staff satistics you will note that while our student representation in terms of Asians is well over 20%, nowhere in our staff or faculty figures do we have any representation that approaches that. Unfortunately, we don't have the kind of statistics on our campus that allows us to reach back 4, 5, and 6 years so that I can give you some comparative data. But suffice to say at this point that we are growing. The Asian group are the fastest growing identifiable group on our campus and yet in our staff, in our faculty ranks we are not offering these students role models that we know are so terribly important.

Let me jump for just a minute to outreach and recruitment. I am the Director of Relations with Schools, which means that I am primarily responsible for the outreach and recruitment effort for Cal State Hayward. When we do field presentations at the high schools and community colleges one of the most difficult problems that we have is one of identification. We will go to a program and we might be faced with 30 students or we might be faced with 350 students. We have no idea. We have some idea, particularly when we're presenting in places like Oakland, San Francisco, Palo Alto, or San Jose that we have a multilingual, multicultural group. But because of the limited facilities, because of the lmited way in which we can present to high school and community colleges, very often we are left with sort of standing and offering a quick 12 to 15 minutes of incredible amounts of information on the California State University, whether it's admission requirements, admission procedures, impacted programs. Not only trying to cover that for the system but trying to cover the individual information from Cal State Hayward. It is just impossible then for us to really know or to really have an opportunity to zero in on my primary concern, Asian students, and have a private audience with them so that I can take time, perhaps speak more slowly, find the ways in which I can make sure the information that is so important for them in order to apply, in order to make an informed judgment about their application to the California State University or Cal State Hayward, there is no way for me to do that at this time.

In outreach and recruitment in the system we have focused in on underrepresented students. And for the system the definition of

underrepresented has been Black and Hispanic. Properly so in the sense that we have decreasing numbers of Blacks and Hispanics. We want to zero in on those populations to make sure that they get the information that they need and the individual attention, which means resources that they need in order to make that informed decision. Well what has happened though is that we've left out Asians. We figure somehow the system has decided that third and fourth generation Asians should be lumped together with recent immigrants and that perhaps because we all sort of look alike or maybe we speak with an accent, or whatever the reason we're all put together which means that Asians as a group are ignored. Now, it's one think to throw a third or fourth generation Asian into that group and perhaps not give that group quite as much attention as you might Black or Hispanic, but then to take our recent immigrant population that is growing by leaps and bounds and participating in public education including higher education at the rates they are, put them into the Asian group and then sort of throw them off and ignore them it's just a tragedy. And it's just a very big mistake the State of California is making that we've got to do something about.

In terms of resources we have to turn this thing around. We have to, in my opinion, is we have to zero in on the fact that while Black and Hispanic populations need the kind of extra services that we're offering in outreach and recruitment, we cannot forget that there is a great portion of the Asian population that also needs the same kind of redistribution of resources so that, on the college level, we can better work with the high schools and community colleges to identify and provide those services that that portion of the Asian population needs in order to provide effective outreach and recruitment information, both from Cal State Hayward and the California State University.

QUESTION/ANSWER SESSION

Dr. Abrego: Your definition of management, what is it? Management positions?

Mr. Sakai: The briefest definition is non-union. That is management beyond the SSP classification.

Dr. Abrego: Using the CSU management?

Dr. Suzuki: You're talking about people that are in the Management Personnel Plan, the MPP?

Mr. Sakai: Correct.

Dr. Suzuki: One aspect of that that you may want to look at, and we need to look at for the system as a whole, is whether there are, what the representation of Asians in the upper levels of management is. Because what we're finding nationally is that Asians are very underrepresented in upper level management positions generally. Not only in higher education but in private industry as well.

CSU Asian Pacific American Education
Advisory Committee Public Hearing
December 5, 1989
San Francisco State University

Outline of testimony by STERLING SAKAI, Director-Relations with Schools and co-Chair-Asian American Educators' Council of California State University, Hayward.

I. Asian American Educators' Council (AAEC)
   A. Background and History
      1. Organization established 1979 to encourage and support campus issues related to Asian Pacific American students, faculty and staff.
      2. Membership open to any staff or faculty member.
      3. Activities include but not limited to:
         a. campus advisement of Asian Pacific and American student groups;
         b. sponsorship and support of campus celebrations/activities;
         c. participation in campus faculty and curricular decisions involving areas such as Asian American studies,history;
         d. promotion of communication between Asian faculty and staff.
   B. Testimony Speakers
      1. Speakers represent both AAEC and Hayward campus.
      2. Topics include curriculum, faculty and diversity, student recruitment and retention services, disaggregation of "Asians", and inter-ethnic pressures.
II. Facts and Figures-Fall 1989
   A. Campus population: 12,000+
   B. Asian students: 2,750+ currently registered
      1. Asian (Chinese, Japanese, Korean): 15.2%
      2. Pilipino: 5.0%
      3. Asian Pacific: .06%
      4. Other (Indian, Afghanistan, Nepal, . . .): .01%
   C. Campus Staff and Faculty: See attached table
III. Outreach and Recruitment
   A. Field Presentations: High School and Community College
      1. Student identification
      2. ESL
      3. Counseling and advising
   B. Systemwide Perception of Asians: Underrepresented. . .?
      1. Focus on Black and Hispanic populations
      2. Asian vs. Asian: Generational Issues
      3. Other Asians ignored: Indian, Afghani
   C. Resources
      1. Need to redistribute funds
      2. Need to focus on multi-cultural/lingual issues
      3. Need to encourage and provide support for school counseors to better identify & provide for needs of inter-Asian ethnic groups.

S K. S

12-5-89

ASIAN CAMPUS EMPLOYMENT - F'89

	MANAGEMENT	PROFESSIONAL	TECHNICAL	CAMPUS
# HELD BY ASIANS	6	31	10	47
TOTAL POSITIONS	93	216	170	479
% HELD BY ASIANS	6.5%	14.4%	5.9%	26.8%

ASIAN FACULTY - F'89

		ALSS	BUS & ECON	EDUC	SCI	CAMPUS
LECTURERS	# HELD BY ASIANS	9	8	3	9	29
	TOTAL POSITIONS	86	48	48	48	230
	% HELD BY ASIANS	10.5%	16.7%	6.3%	18.7%	12.6%
TENURE TENURE TRACK	# HELD BY ASIANS	10	9	4	8	31
	TOTAL POSITIONS	174	73	71	107	425
	% HELD BY ASIANS	5.7%	12.3%	5.9%	7.4%	7.2%

Asian Pacific American Education Advisory Committee
Public Hearings

Tuesday, December 5, 1989
San Francisco State University

Testimony by
Judy K. Sakaki, Interim Director
Student Academic Services
California State University, Hayward

STUDENT SERVICES, RETENTION AND THE CAMPUS ENVIRONMENT

I would like to share with you some of my concerns relating to Asian and Asian American students, particularly in regards to Student Services, retention and the campus environment. I am currently the Interim Director of Student Academic Services at California State University, Hayward. I am an alumni of CSUH and have served as a counselor, instructor, and administrator for over fourteen years on our campus.

Of the 12,637 students at CSUH, 2249 or 18.8% are Asian Pacific American students. Ten years ago, Asian students made up only 10% of our student population. In the Educational Opportunity Program (EOP), Asian students comprised 6.5% of the population in Fall, 1978. Ten years later in Fall, 1988, 35.9% of the EOP student population was Asian, an increase of 29.4%. However, despite the rapidly increasing number of Asian students and the diversity within the Asian community, the university community, as a whole, has not adequately addressed the unique needs and concerns of Asian and Asian American students. The development and implementation of sensitive and appropriate multicultural programming, curricula, and student services have simply not kept pace with Cal State Hayward's increasing diversity.

Despite an increasing Asian presence on campus, Asian student concerns are generally not viewed as critical. For example, Asian students have the lowest pass rate on our campus' Writing Skills Graduation Test (WSGT). Quarterly reports prepared by the Office of Testing and Evaluation provide concrete evidence that our Asian students are experiencing difficulty with test passage. Approximately 47% of the undergraduate repeat test takers are Asian. And, more than half, or approximately 59% of the graduate repeat test takers are Asian. The Quarterly Report for Summer 1988, noted that 80% of the undergraduate and graduate repeaters were non-native English speakers. Additionally, in the report of Summer, 1989, it was noted that, "a significant relationship exists between ethnicity and WSGT performance for both undergraduate and graduate first-time test takers. In both subgroups, Asians failed in greater numbers than would be expected by chance." In Winter, 1989,

the Quarterly Report noted that at the graduate level eight of ten students who failed were Asian. Despite this empirical data, no pro-active efforts are being made to address the needs of these Asian students. In fact, our campus offers no specific coursework or tutorial assistance which addresses the needs of these Asian students or non-native English speakers. Rather, the appproach has been to let students fail the WSGT twice and then require them to take a "remedial" writing course for one quarter before re-attempting the test. For many Asian students, this not only delays their date of graduation but does not allow for the appropriate development of their writing skills.

Not only are Asian student concerns often overlooked, but Asian students are frequently lumped together as one. Many university programs and policies simply ignore the wide diversity of Asian Americans in terms of income, ethnic background and birthplace and the discrimination they face. A Vietnamese student of mine was having difficulty in adjusting to the demands of college attendance and found her professors and support staff largely insensitive to her needs. She was planning to drop out of school because of the lack of support, subtle racism and lack of acceptance which she felt. She was still having flashbacks about her harrowing escape from her homeland, felt the loss of her family, and kept reliving the horrors of rape and death at sea. Who does she turn to? How can we train and retrain ourselves and others to keep pace with the diversity of our students and their needs? This student was also experiencing the conflict of the gap between the culture of the university and the culture of her community. Yet, she was criticized for being "too quiet" for "not trying hard enough to fit in." This student's experiences and needs are unique and different from that of a Yonsei, or fourth generation Japanese-American, different from that of a Chinese immigrant student, different from that of a Samoan student, different from that of a Pilipina student, different from that of a Laotian student. Yet, not only are Asians overlooked as a group, but we are lumped together with the assumption that we are one. When the university community overlooks a portion of its student population, it is failing in its mission to educate and serve our students.

Furthermore, Asian student needs are often compared with those of Black and Hispanic students. This pits the members of various ethnic groups, unnecessarily, against each other for supposedly "limited resources." Additionally, this practice has a negative "spin-off" effect which affects the staff and faculty who support the concerns of the various groups of ethnic students. Because I am concerned about the needs of Asian students, it in no way implies that I am not also concerned about Black and Hispanic students. Because of the aggregating of the Asian student population and the

comparison of students of one ethnic group against another, the needs of Asian students are often masked.

As a group, Asian students, when compared with Black and Hispanic students are seen as having a relatively high retention rate. Yet, is graduation alone a true mark of success? Many Asian students on our campus are having difficulty with communication and interview skills and are finding job placement, following graduation, very difficult. For many students their families have made major sacrifices for them to attend college. If after years of struggle and the investment of family resources, the student graduates only to find him/herself inadequately prepared for the job market and under- or unemployed, have we really been successful? Has the university accomplished its goal?

Many Asian students are clustered in the fields of math, computer science and business administration. Often not by choice but because of parental pressure. Students need university counseling that is sensitive to such pressure. Appropriate career counseling that will educate and expose Asian students to alternative fields that might be more suited to their interests or abilities needs to be made available.

The importance of role models and mentors has been well-documented. In spite of this, there are very few Asian faculty, administrators, and student services personnel on our campus. We know that close faculty-student interaction and the use of faculty office hours by students, increases student success. Yet, we also know that in some traditional Asian families, to question authority or one's professor is seen as disrespectful. Some Asian students lack the assertiveness and self-confidence to seek out faculty on their own and could benefit from participation in our Faculty Mentor Program. Yet, because Asian students are not classified as "underrepresented minorities," they are not part of the target group of participants for such programs as our Faculty Mentor Program.

The campus climate contributes to the student's overall sense of belonging and ultimately to his/her retention and graduation. Social interaction, feelings of inclusion, and a sense of "fitting in" are important to a student's academic success. Many Asian American students experience subtle racism, anti-Asian sentiment, the negative effects of the "model minority" stereotype, and insensitivity. Yet, this is not acknowledged. We have no campus policy against racism, no Ombudsman's Office, or no International Student Center. Most Asian students simply suffer in silence.

There is also a need to educate and train others in the university community about the needs of Asian students and the diversity within our communities. Faculty and staff

development plans must include education and training regarding the needs of Asian students. Curricula must become less Eurocentric and more multicultural in its orientation. I have served on both curriculum and resource subcommittees of our Academic Senate, and while there may be an interest in developing new courses to meet the needs of a changing student clientele, all too frequently decisions are made based on tradition or maintaining the status quo. If a professor retires, and there is an opening to hire in a particular department, all too frequently, the decision is made to simply replace that professor with someone with the same specialty. Proposals to expand the curricula are frequently denied because of "inadequate resources." As a result, new courses relating to Asia and the Asian American community are often left undeveloped.

By ignoring the Asian and Asian American perspective, students often are left feeling that there is no validity to their experience. A student who speaks Spanish, French, German, Russian, Portuguese, Italian, or even sign language can get credit for what he/she knows and can continue to improve his/her language skills at the college level. In contrast, a student who speaks a Cantonese dialect, Vietnamese, or Thai gets no credit for what he/she knows and cannot further develop his/her language abilities at the college level.

Education for the 21st century must include a multiracial, multicultural vision and perspective. Our students, staff, faculty, and administrators must be sensitive to the diversity and richness of our Asian communities. The Asian and Asian American experience must be included in the curricula and student services must be developed to meet Asian student needs. Inclusion, sensitivity, and the acceptance of our unique backgrounds and characteristics will enrich us all.

Thank you for the opportunity to share my thoughts. I look forward to this Advisory Committee's final report.

QUESTION/ANSWER SESSION - (Ms. Sakaki)

Dr. Bannai: I'd like to ask you about this English writing skills graduation test. What can be done by the University to help avoid this problem?

Ms. Sakaki: There are a couple levels. I think that the test is a campus specific test and so it was developed and designed by our campus. As I understand it, each campus has the ability to design and implement it's own graduation writing skills test that students must pass. One I think is to include faculty, people with writing experience with an ESL background in terms of looking at questions. Many of the essay questions that students are asked to respond to are very culturally biased. So I think at one level the instrument itself needs to be looked at. I think the other is for the department itself, the English department in particular, to become more proactive and address the issue of teaching students who are ESL. This has been a problem on our campus. For a while there we had a very sensitive instructor in the foreign language department who taught ESL through our foreign language department. There then became a conflict between the English Department and the Foreign Lanauge Department and the course is no longer taught and the English Department did not pick up teaching ESL. So there is a lot of campus politics and unfortunately what happens is the students suffer.

Dr. Bannai: English writing skills, or any foreign language skills, are developed over time and I was wondering if some measures can be taken when students first enter your university to prepare them to pass this writing exam?

Ms. Sakaki: Well all of the students do take the EPT which is the English placement test. What happens is often many of the students will take and pass our English composition requirement and then simply not do anything for a couple of years and wait for this test at the end. I think additional coursework and additional support through our Learning Center would be really desirable.

Dr. Senzaki: I know you're Interim Director of EOP and I have a real interest in that obviously myself. What I'd like to hear from you is what perception do you have in terms of the question of access for Asian Pacific American students in your EOP programs? And how do you look at the overall concept that some EOP Directors talk about as a zero-sum game we're playing? And we're impacting adversely on the Latino and Afro-American population in these programs by admitting Asians. Attached to that, do you have any Asian Pacific Americans...in the conference to meet this 29% increase?

Ms. Sakaki: That's a very sensitive issue. One of the things that we have done, we do have one counselor on our retention staff that is of Asian background. But there is a concern on our campus and I think systemwide that with the gain in Asian students that there is a loss somewhere else. I think that what that does is it causes there to be competition and the concern, on our campus particularly, that is the ethnicity of who's in charge. And that is a concern obviously that I'm addressing and facing now.

Dr. Senzaki: Does your academic equity counsel ever tackle any of these issues?

Ms. Sakaki: Not directly, no. Our educational equity committee stays very much in the statistics right now. Looking at, you know, whether students taking our orientation course for Freshmen impacts the retention rate and looking at figures. So a lot of the more sensitive issues, campus climate, interethnic sort of relationships are somewhat not really touched. Very aware that they are there but they are not very sensitive.

Dr. Suzuki: I appreciate your bringing to our attention particularly the problem with the graduate writing test, which is an issue the Committee has been addressing and will be probably be one of the major issues that we deal with.

Ms. Mary Cheng
Counselor, EOP
CSU, Hayward

I am currently employed as a Counselor in the Student Academic Services unit at CSU Hayard. Prior to this I was a Financial Aid Counselor for five years. So I've had many experience of counseling, advising of Asian students regarding their personal, academic and financial needs. And it is in this context that I would like to focus my address to two areas of concern, which is language deficiency and mental health needs.

Let me illustrate with some cases first of all. A Chinese male student, senior, finished all coursework and could not graduate due to repeated failures in the writing skills graduation test. His application for graduate school was rejected since he did not officially graduate. Then we have a Vietnamese female student. Academic failures exacerbate already stressful situations. Complaints of stomach pain. There is no family or support system for her. She is reluctant to use counseling services. Her financial aid was discontinued due to a lack of progress. Finally, she was academically disqualified. Then we have another case of a Cambodian female student, Freshman. She flunked all courses the second quarter of attendance. The reason, values conflict. Her parents arranged her marriage and wanted her to get married instead of going to school. She rebelled, dropped out of school after the third quarter, and has not returned since.

These cases are reflective of the difficulties Asian students face and point out the two areas of concern, which is their language deficiency and mental health needs. Language skills are vital to academic achievement and paramount to the acquisition of a job. Of all ethnic groups, Asians have the greatest difficulty with these important skills. On the English placement examination Asians score the lowest of all ethnic groups. As mentioned earlier by my colleague, Judy Sakaki, Asians, particularly non-native speaking Asians have the lowest pass rate on the writing skills graduation test. These compelling statistics should give rise to efforts to address the situation and to ameliorate the deficiency. But what should be is often not what is. Given the importance of these skills, such lack of effort or lack of concern by the campus community is disturbing. But if the CSU is truly committed to teaching, then let us see that commitment be translated to actions by the development of more effective language remediation programs. At the risk of oversimplification, let me just say that this program must include the continual training of language instructors, not only on the best methods to teach English to non-native speakers, but also to train them on the culture and language of their students so that the impediments can be identified at an early age and dealt with.

For example, in the Chinese language there are no entities such as tenses or rules, such as agreement between nouns and verbs as in

English. Hence, to learn English grammar and syntax the Chinese student must make a quantum leap, a leap into the dark. The question is when the student leaps is the instructor on the other side waiting to catch him and lead him to safe ground. To do so, it seems to me that the instructor must first understand the student and the nature of their language and be aware of the attendant difficulties given their cultural and language background. Furthermore, efforts are needed to bridge the language gap by offerings of specialized tutorials, writings, and oral communication workshops and interviewing skills workshops which must take into consideration the special needs and the cultural orientations of the non-native speaker.

Let me move on now to mental health needs. Southeast Asian students are often susceptible to high levels of stress. Stress is not only induced by academic rigors and language difficulty, but also by cultural adjustments, values conflicts, and the experience of overt and subtle racism. Many students are unable to communicate their difficulties. These same students also are often reluctant to seek counseling assistance. What is available to these students at the university? Sadly, there is very little available services which specifically address the mental health concerns of Asian students. Despite the rapidly increasing Southeast Asian student population. there is not, as I am aware, any Southeast Asian faculty or staff on campus. Or for that matter any professional who can adequately address these needs.

What can be done? I think at least three avenues can be pursued to address the mental health needs of Asian students:

1. To recruit faculty, administrators, and student service personnel who are knowledgeable of and sensitive to Asian student concerns and who can serve as role models for Asian students.

2. Outreach to Asian student organizations, such as the Vietnamese Student Organization, Chinese Student Organization, etc. This strategy is simple. It says if they don't come to us we'll go to them. But it is disappointing to see that not many of the student service units at the schools are supportive of this activity on the part of their staff.

3. There should be education of current faculty and staff regarding the needs of Asian students as well as all other ethnic groups. Opportunities for faculty and staff development in understanding multicultural issues come too infrequently. On the whole, there is a lack of coordinative and global efforts to educate and train the campus community. To compound the situation, some managers do not perceive such training as a priority and therefore are reluctant to release their staff to attend such training.

But, let me say that if the CSU is truly committed to diversity, equity, and excellence in training, in teaching then let the Chancellor's Office set the tone and make multicultural education and training of all its personnel a top priority.

QUESTION/ANSWER SESSION

Dr. Suzuki: Is there a counseling center on your campus?

Ms. Cheng: Yes there is.

Dr. Suzuki: Are there any Asian counselors in that center?

Ms. Cheng: There are 13 staff members, psychologists on the counseling center and there is only one Japanese-American male psychologist.

Dr. Suzuki: We may want to get more information from you in subsequent interviews. We are trying to talk to as many Asian counselors on the various campuses, and there aren't that many, to get more detailed information about the problems that they have heard about from Asian students on the campuses.

Dr. Santos: Is what you said reflective of the Filipino problem also?

Ms. Cheng: Actually I have not counseled Filipinos.

Dr. Santos: Who takes care of their problems?

Ms. Cheng: I'm not sure what percentage...but I don't know of any specifically addressed Filipino student needs. I know that there is a Filipino organization but I don't even know...

Dr. Suzuki: I think that's an area, by the way, which the Committee needs to look at. Filipinos are the largest Asian ethnic group in California now. And I think we need to look at staffing, we need to look at support services in general for that group.

Dr. Howard: You presented the case of a Vietnamese student. What do you do normally when you see those severe cases of students, really psychological issues? You said there is one Japanese-American psychologist in the counseling center. What are the next actions that you usually take?

Ms. Cheng: In the City of Oakland where there are mental health social workers...(tape inaudible).

Ms. Barbara Paige-Pointer
Chair, Department of Ethnic Studies
CSU, Hayward

I'd like to take this opportunity to share my thoughts with you and those of my colleague, Colleen Fong. Colleen Fong is an annual lecturer in the Department of Ethnic Studies at Cal State University, Hayward. And she has functioned either in a part-time or annual capacity since 1983-84, which I think largely explains the success of the Asian-American Studies Program at Cal State Hayward. The fact that we have had some continuity in terms of our one staff member. Colleen was scheduled to follow me, but unfortunately she can't be here today because she is ill. So what I am going to try and do is incorporate the more salient parts of her testimony into my presentation.

Basically what I would like to do, because I would like to be brief, is focus on the history of Asian-American Studies at Cal State Hayward and, in the process, provide you with some insight as to why I believe that the Asian-American component within Ethnic Studies hasn't developed to its full capacity, to its full potential. In 1983-84 the Ethnic Studies Department was created. At the time, three existing programs were on campus. There was a Native-American Studies Program, the Laraza Program, and the Afro-American Studies Program. And they moved under this umbrella. It was at that point that the first Asian-American Studies course was offered in Ethnic Studies in the Spring of 1984. This lower division course, Introduction to Asian-American Studies, is now a regular course offering and appears in the college catalogue. I think what is significant, and what I want to emphasize, is that it is the only course that appears in the college catalogue. Other courses have been offered in the Department, but they've been offered on our directive group studies basis, or they've been offered in other departments.

For example, Colleen taught a course in Asian-American History in the History Department. And the English Department has offered a course on Asian-Amerian Literature. Within the Ethnic Studies Department, Colleen has taught a course on Asian-American Family Patterns. And, in her testimony, she also wanted to emphasize that the generic courses often include an Asian-American component, but how extensively Asian-American is covered, as she points out, depends on the particular instructor.

For example, the Ethnic Studies Department offers a course, Introduction to Ethnic Studies. Asian-American studies is covered in that course. And a course on ethnic writers, history of...education, women of color, civil rights movement, racism in America. But again, what she thinks is important to emphasize is how extensively the Asian-American experience is covered depends on the particular instructor. And again, at this point we only have one course that's listed in the catalogue.

What I'd like to do is share some statistics with you and challenge you to think about the disparity between the statistics and the curriculum offering throughout the University, as well as within the Department. Last year at Cal State Hayward a review of the Ethnic Studies Department, a five year review which began in 86-87, was completed. And in evaluating the Department the committee congratulated the Department from moving, being sort of on the brink of disaster, and basically what they pointed out was that in 83-84 the Native-American Studies component and the Laraza component was down to five FTES. The entire program was 52.7...the program constituted the remaining FTES. As of 86-87 the mode and level attainment for the various components within the Ethnic Studies Program, including Asian-American Studies were as follows: American Indian 57.5%, Asian-American 86.3%, Laraza 46.9%, African-American 129%. And the overall mode and level for the department was 95.6%. What's significant is that for the same year the campus mode and level was 69.2%.

Dr. Suzuki: Excuse me, could you define what you mean by those percentages with respect to mode and level?

Ms. Paige-Pointer: Those percentages are reached by comparing the student/faculty ratio based on how the, based upon the number of students that you have to have in the class to reach capacity.

Dr. Suzuki: So that's the percentage of the mode and level positions generated that is actually being used in terms of positions.

Ms. Paige-Pointer: Exactly. What I want to stress is that there has been a consistent increase in the Department. For example, in 88-89 for the Fall quarter the enrollment in the School of Arts, Letters, and Social Sciences was the highest, the Ethnic Studies enrollment was the highest in ALSS and their 19 departments in that School. But what I wanted to stress here, I wanted you to focus on the fact that the enrollment in the Asian-American Studies classes is higher than enrollment in either the American-Indian classes or the Laraza classes.

What the campus has us doing within the Ethnic Studies Department is playing this numbers game. Some of the other departments don't have to play that game because their programs are more institutionalized. For example, like the Philosophy Department or the Anthropology Department. Even though their numbers might be down, the University is more likely to allocate a position to them for the sake of the continuity of the program. We're a new program. And so in order for us to generate positions we have to generate the numbers.

What I'd like to challenge you to think about is, that it's been my assessment as Chair that we could more readily generate those

numbers if we develop the program around those components that were generating the greatest student appeal. And based on the way positions have been allocated we have not been allowed to do that. For example, in 84-85 the campus promised to give us a tenure-track position in Afro-American Studies and Laraza Studies. And the following year they promised to give us a position in Asian-American Studies. What in fact happened was that in 85-86 we got a position in Afro-American Studies and in 86-87 we got a position in Laraza Studies. And we did not get a position in Asian-American Studies until this year. Essentially what that means is that we haven't been able to develop this program. Because it's difficult enough to think about developing an Asian-American Studies Program, given the diversity within that category, with one person. To the extent that we can even begin to do it well and begin to create some kind of substantive program, we have to develop it around the strengths of the first person we hire. So to us it didn't make sense to begin to try to develop a program before we got the first tenure-track position. We have been promised that position for the past 3 or 4 years and it was only allocated this year. So we'll being hiring for the position this year and will be in a position to begin to develop the program next year.

QUESTION/ANSWER SESSION

Dr. Moses: To what extent are your AAS courses part of the General Education Program for the entire campus?

Ms. Paige-Pointer: What we have at Cal State University...that's part of the GE package and so the students have to take a course either in Ethnic Studies, it doesn't have to be offered in the Ethnic Studies Department, but an Ethnic Studies course or a Women's Studies course.

Dr. Anthony B. Chan
Associated Professor, Department of Mass Communications
CSU, Hayward

I'm going to speak on something that is quite different than what has been presented so far, and I want to ask a particular question for the Committee members that they may want to think about. What is the place of an Asian-American who happens also to be a creative person in the Cal State System?

By profession, I am a Broadcast Journalist and I'm one of the very few Asian-Americans who actually teach Broadcast Journalism. I may be two in the whole nation of the United States, another person in NYU and myself. Because I teach Broadcast Journalism, which is television news, TV workshops and so forth, and being a minority I'm in great demand to teach elsewhere. San Francisco State for one asked me to go and teach there, but I decided not to because we have 20% Asians in Cal State Hayward and I want to do something with these people.

The problem of being a creative person is that you have to be creative, because if you're not creative and constantly being creative the work in your classroom becomes very dull and very boring and your skills do not continually become honed. I produced over 20 to 30 television documentaries and have also anchored a series of shows in Hong Kong in the English division before coming to Cal State Hayward. Also worked for the Canadian Broadcast Corporation as a field reporter, a street reporter and decided to come here to teach because basically I got burned out doing that. But I find that the problem of being an Asian American and a practicing professional film maker and television documentary producer, the problems are essentially time and being on committees that don't mean very much to me.

For example, we brought up the Educational Equity Committee. Now the Educational Equity Committee according to the Chancellor's Office, or according to the Chancellor's Office in general, Asian-Americans are not underrepresented. Why am I on this committee? The only reason I'm on this committee myself is because I'm not tenured yet. And I would not be on the committee if I was tenured. That's what people do who are not tenured. And I find that on that committee, that specific committee, and this may be peculiar to Hayward, who knows. On that particular committee the concern is about Blacks and Hispanics. Not about Asians who have to live in Chinatown in San Francisco or Oakland. Not about the Vietnamese who are suffering, can't speak English, wants get by, try to get a degree. They don't care about Asians. Essentially Cal State Hayward does not care about Asian-Americans. They care about me because I have brought about the tremendous improvement in the Department of Mass Communications. And our FTE has expanded to such a considerable extent that our numbers now, in the Winter session, is third, 81 percentile, of the possible students we can get out of

480. And that follows Women's Studies and Finance. And it's all because of, number one, television production is glamorous amd, secondly, they hired somebody who was a professional.

But that doesn't solve my problem of continually being creative in order to have a fresh approach to the kinds of things that I want to bring to my classroom as a Broadcast Journalist, also as a documentary filmmaker, which that is my specialty. The fact that Asian-Americans are appointed to various committees that don't deal with Asian-Americans is astounding to me, but that happens everywhere, it's life. I find it a bit of tokenism, specifically here in the Educational Equity Committee.

There are not many Asian-Americans who are creative people, either as film makers or as artists in terms of sculptors or painters on the 20 campuses and Cal State Hayward. I know that. I know most of the people in the area. But, in the next ten years, during the 1990's there will be more Asian-Americans who are artists, who are creative people, teaching on the campuses of California State University. And the problem has to be addressed that we need time to do our work. Now you may say to me well everybody else needs time to do their work. Anglo-Americans need time. There is a culture already in the United States that is the Anglo-American culture. There is not yet a culture that we can define as the Asian-American culture. And it's somebody who is committed to the development of that culture through the use of television documentaries and film in order to celebrate the history, the literature. And I just recently finished the documentary on three Japanese-American women, two painters and a jazz musician. People were astounded that this particular woman could ever play a jazz saxaphone. As if they never heard of Hiroshima, as only Hiroshima is a nuclear bomb drop somewhere.

So it's a question not only of cultural creativity in order to enhance the Asian-American culture, but also time. I'm in a very unique position. I was hesitant to come here because I didn't really have concerns that dealt with mental health, maybe my mental health, but mental health of Vietnamese or Chinese Americans. I was very hesitant, but Judy Sakaki, my colleague, said why don't you come and talk about the problems that the creative person who also happens to be an Asian-American has teaching heavy loads. My production classes are heavy, because it's labor intensive. This is not a whining. This is not a complaint. It's just a matter of fact. Production classes are all one-on-one, editing, shooting, story boarding, etc.

But as more Asian-Americans come on campuses and begin to work, they're going to find this is a very large problem. That there are committees that they are forced to attend and to meet with because they are on tenure-track. These are committees that have nothing to do with their work, have nothing to do with the world in many ways. And those who want to provide some contribution to the

Asian-American culture for the next, well for the generation that we're dealing with. For example, I'm investigating now doing the research on Asian-Americans who worked as soldiers and nurses in Viet Nam. That's a four part series which I'll probably finish in 1999 because of the problems, not problems, but heavy workload that I have as an Asian-American faculty member. I keep on stressing that. Other faculty members also have these problems certainly. But because of most universities, particularly Cal State Hayward, wanting an Asian face on committees, that I have to go to these various committees for various political reasons.

So I hope you'll consider this. I know that this does not deal very much with stats and mental health, but hope you will consider this as a committee because I know that this will be a problem as more and more artists and creative people begin to come into the Cal State system. And certainly there will be more.

QUESTION/ANSWER SESSION

Dr. Lou: Not so much a question but a comment and vote of support. I don't think you're alone in your situation as being an Asian-American faculty, a lone face, and called to serve upon numerous committees that seem to have no relationship to what you do or your interests or your profession. On the other hand I think it's important for you to be on those committees, to be an Asian-American, to be sensitive to educational equity issues. Not only for Asian-Americans but also for all people of all colors. They effect you in your world, in your profession and they effect the situation of Asian-Americans and your own interests. The comment that you made, and I definitely identify with that comment, that once you get tenure you won't be on those committees. Once you get tenure I think it's most important for you to be on those committees, because there you can assert some leadership and pave the way for the junior faculty that will follow you. If we relinquish that responsibility to provide leadership for the junior faculty that follow us then what is to happen to the future generations of our students?

Dr. Chan: I agree with you wholeheartedly, but I have another creative pull which says to me I need that time to do that work.

Dr. Lou: It's a double bind and I realize that and that is part of the dilemma.

Dr. Chan: I agree with you that we should have the input. I should give the Asian-American perspective, and that when people start talking about model minorities say well, oh wait, have you read Takaki's book yet? I agree with you certainly. But if you're teaching History or some other lecture course that demands less creative impulses...I'm coming from the creative standpoint.

Dr. Lou: I realize, I'm also a poet, but hang in there.

/ser: I wanted to also talk about the structure of what we do e CSU to new faculty, particularly ethnic minority faculty. We t recognize institutionally the kind of pulls that the ividual has and we don't reward them in our reward systems for ing involved in committees. The other question I was going to ask s, do you feel that pull from, that pull to talk to, to counsel and to advise Asian-American students as well? Because that often happens with faculty and there is no reward for that. What we need to do is talk about ways that we recognize the dilemmas and to reward you for that in our reward system as you're moving towards getting your tenure.

Dr. Chan: See there are so few of us on the Hayward campus that we're glaumed onto, like sweet honey. Like, oh there's another one, let's grab him.

PUBLIC HEARING
CSU ASIAN PACIFIC EDUCATION ADVISORY COMMITTEE
PUBLIC HEARING, Dec. 5, 1989
San Francisco State University

TESTIMONY submitted by: Dr Anthony B. Chan, Associate Professor
Department of Mass Communication, California State University, Hayward CA 94542, 881-3461

As a professional/practicing film/video maker and television documentary producer who also teaches hands-on production courses, my concerns are specifically bureaucratic and cultural.

First, as an Asian American tenured-track professor, I have found that the administration is beginning to appoint more representatives from the small Asian American faculty to specific committees. One such committee is the Education Equity Committee which has already indicated that Asian American students are NOT under-represented. Certainly the Asian American input must be felt in ALL important committees. Yet, there is NO Asian American input, for example, on the Presidential selection committee.

What this shows is that Asian American faculty may be excluded from important committees.

The appointment to committees (of lesser value) in order to ensure Asian American representation hinders my reponsibilities to students, the Asian American artistic community and to myself as a creative professional. Film makers must constantly produce films so that their skills and artistic sensitivities are not dulled by bureaucratic weight; that they have something to say about their community in celebration of their community (to give back something to the community); and that they present fresh ideas to their students so that they themselves are able to keep fresh and invigorated.

The Asian American culture is still in its infancy. As an Asian American film maker and television documentary producer, I want to contribute to the development of this culture. My last production on three Japanese American artists (2 painters and a jazz musician) took 2 years to complete. My present 4 part project on Asian Americans in Vietnam may take more than 2 years to complete.

Some may argue that non-Asian American film makers on faculty also have the same problem of too many committees and not enough time for creative work.

But the point is this. Since there are so few Asian American film makers, it is paramount that those who know (how), must produce. That is the only way in which we can tell others what our community is all about and to celebrate our own Asian America in our own way.

ASSESSING DIVERSITY AMONG ASIANS

Ashoke Basu, Ph.D.

Department of Sociology and Social Services
California State University, Hayward
Hayward, California 94542

Testimony presented to the Asian Pacific American Education Advisory Committee, Office of the Chancellor, California State University System, on December 8, 1989 at San Francisco State University.

Executive Summary

My testimony identifies the need for an uniform and objective enumeration methodology, with a sound theoretical rationale for the majority category "Asian Pacific American". The long-range aim is to understand, diagnose and attempt to remedy the distinctive talents and wants of this growing minority group in the state of California, and consequently effectively raise this ethnic group's social equity and occupational representation.

Although only recently CSU system (Refer--CSU Enrollment Reporting System Manual, 1988, Division of Analytic Studies, Office of the Chancellor, p. 84) has augmented a sub-classification unfortunately, no uniform organized approach is available across the public agencies and particularly in the education organizations.

Lacking in systematic information, the general tendency--especially in the primary and secondary schools--has been to group all Asians into one category. The separation of the "Filipino" into a sub-category in some public schools is also a recent phenomenon. It is recommended that an articulated approach at the State level, which is based on conceptual (viz. geography, language, socioeconomic status, etc.) as well as analytical framework be considered by this Committee. Its aim will be the systematic understanding of the distinctive scope and size of needs, resources and supply of the many Asian communities in California, and the counterpart representation among the student, staff and faculty members in the CSU organization.

Assessing Diversity Among Asians

The current designate "Asian" is a grossly overgeneralized social category. It cannot realistically expect to represent the multiple and variegated needs and demands of many Asian groups who enroll at CSU campuses. Just as Europeans are distinguished by their socio-demographic characteristics and abilities, so are there qualitative and quantitative distinctions that exist among many types of Asian ethnics in the U.S.A.

My testimony identifies the need for an uniform and objective enumeration methodology with a sound theoretical rationale for the further delineation of the majority category called "Asian Pacific American". The long-range aim is to understand and diagnose the distinctive talents and needs of this growing minority group in the state of California, and thereby effectively raise this ethnic group's social equity and occupational representation.

This issue of social conglomeration in the state of California begins at the elementary level of schooling. I am advised that no formal classification system exists for Asians in America; all Asians are grouped under one category. Lacking in systematic information, the general tendency has been to aggregate all Asians into a single category. It is only recently that the CSU system has initiated some broad sub-groupings. The separation of "Filipino" into a sub-category in some public schools is also a recent phenomenon.

One of the key educational consequences of the State's inability to develop a formal classification system, which conforms to statutory codes under "Minority" provisions, may be resulting in underrepresentation of particular groups. The issue of educational equity arises from the nature and size of representation. By artificially aggregating and assuming the same learning abilities and objectives, our System might be underutilizing educational counseling and resources for Asians, and in the long run, Asians are being denied their future manpower potential.

Let me illustrate. In 1986, California Postsecondary Education Commission (CPEC) independently estimated the "Eligibility Rates" of High School Graduates into California's postsecondary education system (Viz. University of California, California State University, Community Colleges and Independent Colleges and Universities). This agency appraised the "Eligibility Pool" of Asian and Filipino (mutually exclusive) for Freshman admission to CSU system to be 50 and 29.5 per cent, respectively. However, a little more than half of the Asian high school eligibles (27.8 per cent) based upon the regular admission criteria actually enrolled in one of the CSU campuses. The comparable data for the Filipino category was not listed.[1]

The sizeable gap between the estimated and actual is worrisome. What is most distressing is that under the informal practice of aggregating all Asians into one category, very little attention is given to the internal variations among this group. Therefore, marginal programmatic interest by counselors and other support staff is directed at resolving the factors which contribute to the lack of success of certain groups, and hence they continue to be underrepresented.

Unless we assess by disaggregating the majority Asian category by its particular socio-economic needs and abilities, most attempts at meeting their achievement and needs will be little more than guesswork. Not surprisingly, such underrepresentation among Asians abounds at almost all levels of the CSU system of faculty, management and staff.

Assessing Underrepresentation: Recommendation

A formal classification system should be the goal of the CSU system. Such an objective would develop an uniform classification policy and system by the state of California. It should pay due attention to both the variegated cultural as well as categorical resources and needs. The aim should be the understanding of the distinctive scope and size of educational representation and the demands of the many Asian communities in California and their counterpart representation among the student, staff, management and faculty groups within the CSU organization.

For the basis of uniformity, this classification task force might best be coordinated at the State level. The forthcoming 1990 Federal Census will enumerate by specific Asian sub-ethnic and socio-demographic characteristics. It should be consulted for determining guidelines. These considerations and calculations for Asian categories should be the same as existing guidelines for Affirmative Action compliance for the determination of "Minority" status.

Meanwhile, the classification system which has recently been introduced by the Chancellor's Office could be systematically expanded by way of a comprehensive survey. New categories (particularly those under "Asian") could be generated. This survey should attempt to list all Asians who are either student, staff, administrator or faculty members.

Reference

1. Eligibility of California's 1984 High School Graduates for Admissions to its Public Universities, A report prepared by the California Postsecondary Education Commission, March 1988, especially Display No. 10 (page 21).

QUESTION/ANSWER SESSION - (Dr. Basu)

Dr. Abrego: I would like some clarification. You say that, you mentioned that 50% of the Asians are eligible for the CSU and only 27% enrolled?

Dr. Basu: Actually enrolled.

Dr. Abrego: Do you have data as to what happened to the other 23%.

Dr. Basu: No. This is a CPEC study and my data come from this particular report. They didn't follow up on it. Indeed it would be worthwhile to know what happened. These were independently estimated for each campus, each system rather. So we do have a drop.

Dr. Suzuki: I was going to say you might want to look at the statistics for students in general. Because even though we're supposed to take the top 33% in the CSU, I suspect we only take about 15 maybe 20 percent of those who are eligible to enter. So I'm not sure the statistics are that different from students in general. You may want to check that out. Chuck, you may want to check that information out as well. I might also point out that the Committee has been looking at the issue of classification and our preliminary position is that we will ask that data within the CSU be disaggregated into the following Asian Pacific American groups: Chinese, Japanese, Korean, Southeast Asian, Filipino, Asian-Indian, Pacific Islander, and other Asian groups. We would appreciate any reactions to that preliminary position of the Committee.

"Resource Allocation at SFSU: The Asian American Challenge"

by Laureen Chew

Introduction:

California is about to become the first state in the Union in which the majority of its citizens will be people of color. The future economic, social, and cultural health of our state depends on the recognition of and serious responses to these significant demographic changes in our community. California, especially its educational institutions, must seize this golden opportunity to develop a model multicultural community, and must commit itself seriously to that goal. California's educational institutions need to develop plans and allocate resources to ensure that all communities of color have real access to, and success in, the institutions that are primarily responsible for economic and social mobility - our colleges and universities.

As part of the CSU system, San Francisco State must do its share in fulfilling its responsibilities and obligations to the above goals. With its large student population of color, and with its flagship status as one of the larger and more well known CSU campuses, it bears a special burden of providing the role model and inspirational leadership for others in the system in the allocation of resources necessary to address the many problems related to issues related to ethnic/cultural diversity.

Asian American Representation at SFSU

The ethnic diversity of the SFSU campus is significant, particularly in terms of the presence of Asian Americans in the student body. The Spring 1989 SFSU Planning and Analytic Studies Ethnic Data documents reveal that over 31% of the undergraduates at our campus are of Asian American descent; as are 15% of the graduate students. Indeed, 29% of our total student population are Asian American. These numbers are consequential not only in terms of their relatively large percentages as proportions of a student population; but they also become even more instructive when viewed within the context of the distribution of Asian Americans in faculty, staff, and administration. As can be seen in the table I below, Asian American have parity representation only among the ranks of part-time staff.

The breakdown of the Asian American faculty and staff at SFSU are as follows:

TABLE I: PERCENTAGES OF ASIAN AMERICAN PERSONNEL AT SFSU

Full time faculty.....	n = 71 or 9.2%
Full time staff.....	n = 89 or 19.3%
Part time faculty.....	n = 95 or 11.1%
Part-time staff.....	n = 65 or 32.3%

Resource Allocation at SFSU: The Challenge

When it comes to resource allocation, it would be difficult at best to try to estimate how much of the university's budget is directed toward the needs of Asian American students. With the exception of the resource allocations given to Asian American Studies objective measures or even clues about the amount of assistance given to helping this population are not available. One can only speculate about the proportion of the total university budget that one might identify as being generated by formula by this student population. However, a rough estimate might be deduced from the information gleaned from the recent report released by the California Legislatures' Joint Committee for Review of the Master Plan for Higher Education. According to that report the CSU received in 1984-85 $755 per ADA student for student services. If we multiply the percentage of the student body that is Asian American times the ADA paid per student the rounded figure is approximately $6.02 million. (27,498 total student population x .29 percentage who are AA students = 7,974.

$755 ADA per student x 7,974 AA students = $6.02 million) It would seem highly unlikely that the $6.02 million dollars generated by AA student ADA is allocated to services addressing the needs of Asian American students. But regardless whether or not these guestimations are reasonable ballpark figures, the main point that should be emphasized is that the aggregate personnel and budgetary resources committed to serving the special needs of the large Asian American student population are very inadequate. That this student population has special needs is abundantly reflected in the 25% retention rate for Asian American students (compared to 35% for all students). This is quite contary to the conventional image of the successful and overachieving Asian American student. The stereotypic image is that they personify the notion of the "Model Minority" - a notion that has become part of the popular mythology in some circles of our society. The reality is that many of these students struggle to survive in school.

Asian American Studies: Beyond Instruction:

When faced with the problems of college life these students often avail themselves to the most visible ethnic specific unit on campus that is publicly committed to and has had a long track record of helping these students - Asian American Studies. Although the primary charge of Asian American Studies is instructional, the program often ends up responding to the many retention-related problems of these students. The program and its staff and faculty serve as de facto adjuncts to Student Affairs because of the many services rendered to Asian American students that go beyond instruction and advising. Students see Asian American Studies as a resource for airing grievances against campus personnel and soliciting advice as to how to respond to what they see as racism and harassment; for seeking counseling and even therapy from our faculty; for requesting help in dealing with immigration problems in their own life or that of family members and friends; for assistance in dealing with campus bureaucracy and regulations; for suggestions and advice on problems related to acculturation, identity, and life goals; for support and guidance in fulfilling projects and assignments given by other departments; for tutorial help in a number of skills areas (usually English language proficiency); for direction in career planning and employment; and for a myriad other requests for help in other arenas of their social, economic, family, and community life.

Because of the above condition, Asian American Studies bears the brunt of responding to the many pressures and problems faced by

Asian American students. In comparison to other ethnic groups, Asian American Studies assumes a disproportionately bigger burden of rendering services to its large Asian American student constituency. The following data in Table II on faculty positions in the various ethnic studies departments provides a clear illustration or the unfair load that AAS bears when compared to other groups:

TABLE II: AAS FACULTY ALLOCATION & STUDENT POPULATION

Ethnicity	Total Students	Dept.	Faculty Positions	Faculty/ Stdnt Ratio
Asian Amer	6295	AAS	11.5	1:574
Amer Indian	175	AIS	2.0	1:88
Black	1583	BLS	9.0	1:176
La Raza	1609	LaRaza	4.0	1:418

These figures are intended to highlight the enormous burden assumed by Asian American Studies faculty in dealing with the large Asian American population. It is not intended to draw pejorative comparisons with other ethnic groups. Indeed, it serves to underscore the need for more support for all the ethnic groups. Asian American Studies supports the efforts of and the requests for expansion or resources that should be allocated to Black Studies, American Indian Studies, and La Raza Studies to help meet the needs of their respective student constituencies. To help alleviate the underrepresentation faculty, staff, and adminstration and underfunding of Asian American endeavors at

SFSU, the following recommendations are made:

1. That SFSU reassess and recognize the status of Asian American faculty, staff, and administrators, their underrepresentation in Academic and Student Affairs, and to pursue affirmative action timetables for hiring and promoting personnel from this group. That particular attention be given to the severe underrepresentation of Filipino American, Korean American, Southeast Asian, and Asian American women within the ranks of the professoriate, staff, and administration.
2. That SFSU hold accountable departmental and other administrative units (who are primarily responsible for the recruitment and hiring of faculty, staff, and administrators) in meeting arfirmative action goals and timetables, using both incentives (rewarding departments with additional funds/positions) and disincentives (such as freezing new hires) to encourage conformity to affirmative action goals.
3. That SFSU increase substantially the proportion of the university budget that is invested in projects and programs that are designed to meet the needs of the large Asian American student body.

If SFSU is willing to commit itself to these recommendations, Asian American Studies is confident that the retention and success rate of Asian American students will improve dramatically. The university will become a role model for other campuses to emulate in the future. Its leadership role in this

matter will be significant in the upcoming decades since the Asian population is growing at an unprecedented rates yearly. (See Tables III and IV) According to Asian Week "Although the highest number of Asians in a mainland metropolitan area will be found in Los Angeles, the concentration of Asians remains the highest in San Francisco-Oakland-San Jose area, where they will account for one of every four residents in 1990". (Asian Week, July 28, 1989)

TABLE III: Asian Population Growth in Bay Area Counties:

	1980	1990	%change
Alameda	85,899	260,000	+203%
Contra Costa	30,503	100,000	+227%
SF	147,426	325,000	+120%
San Mateo	56,305	165,000	+193%
Santa Clara	99,836	350,000	+251%

TABLE IV: Projections of 1990 Bay Area Populations

County	Total	Asian Pacific	White/Hispan	Blk
Alameda	1,250,650	260,000 (21%)	700,000 (56%)	295,000 (23%)
C.Costa	777,000	100,000 (13%)	590,000 (76%)	87,000 (11%)
Sr	744,500	325,000 (44%)	340,000 (46%)	80,000 (11%)
S Mateo	627,450	105,000 (26%)	430,000 (69%)	32,000 (5%)
S Clara	1,475,850	350,000 (24%)	1,030,000 (70%)	100,000 (7%)
Total	4,881,450	1,200,000 (25%)	3,090,000 (63%)	594,000 (12%)

*Source Asian Week, July 28. 1989

QUESTION/ANSWER SESSION - (Dr. Chew)

Dr. Khare: On the problems that you mentioned that students bring to you, to the Asian-American Department, do you solve all of them?

Dr. Chew: Believe me we try.

Dr. Khare: What percentage do you refer to other groups on campus to deal with their problems?

Dr. Chew: I think that, depending what problems you're talking about. Like if it's counseling and we can find ethnic, supposedly sensitive kinds of counselors then naturally we would try and send them. I think the relationship between a student and a faculty member in Asian-American Studies is indeed very special. They won't come to us. I'm sure all of you know something about Asian-American students. They will not come to you unless they feel a sense of trust and a sense of direction that will come from our department. They will not approach us. So I think to preserve the integrity of their coming to us, a lot of the times we do try to solve the problems in terms of either telling them where they can get help, assuring them that there is help outside of the campus as well as in the campus. That's as much as we can do and we do do. I teach in both Education and Asian-American Studies. It's really interesting the amount of requests I get for just a talk. You know, regarding how I deal with my mother because I'm dating a non-Chinese, immigration problems, or larger school problems. And they just seem to need faculty members that really understand the cultural connotations that come with their problems. And we are mostly visible in Asian-American Studies. That's just the simple truth.

Mr. Nishio: I was just wondering, you mentioned there is a large number of Asian Pacific students that seek assistance from you. Is there a significant breakdown between the number of immigrant students versus American-born students?

Dr. Chew: I'll give you my own viewpoint. It's interesting because I started in this campus almost 12 years ago. And when I first started to teach in Asian-American Studies, it was not in the beginning but say in the early 80's, most of the kids, the students in the class were American-born. Now in my 310, which is a Chinese in America course, I have 90 to 95 percent immigrants. So the people that do come happen to be students who are immigrants. The American-born have more problems with parents. Immigrants have problems with language, whether or not they fit or not fit here on this campus, and just the whole thing of feeling settled in the campus community and in our larger society period.

Mr. Nishio: What I'm trying to get at is, obviously these are students that are coming to you because they don't feel that other services are accessible. I'm wondering if that's in general...(tape change)

Dr. Chew: ...if you look at the demographic changes in Asian-American Studies in terms of more immigrants coming into our program, that they see us, they are the ones that see us as problemsolvers. While the American-born, who are 5% or whatever, they do have problems and they do come to our classes because they have something to solve. But they are less in numbers. So the change is there. I hope some of that answers your question.

Dr. Santos: In the enrollment in your Asian-American Studies courses, do the students tend to come from any one or two Asian groups?

Dr. Chew: Well mine is Chinese in America, so the students tend to be Chinese specific. But what's really interesting is the diverse cultural background that even these Chinese students come from. I was growing up in the city, most of us came from, if they were immigrants, they came from Hong Kong. Now they come from Viet Nam, Burma, Taiwan, China. You know, they are Chinese specific but they are from different groups. But we do have our Filipino component and we do have our Japanese-American component. And I'm speaking particularly of the Chinese component. It's a pretty diversified group of immigrants.

TESTIMONY December 5th, 1989

Given by Chung Hoang Chuong
Asian American Studies
San Francisco State University

Some 15 years ago, the first Southeast Asian refugees arrived in the U.S. after suffering through several decades of warfare, displacement, and political turmoil. Southeast Asian refugees continue to arrive in California and of the total 1,000.000 Southeast Asian resettling here in the U.S., 400,000 have chosen California.

My testimony today has two specific objectives. The first objective is to bring to your attention on the presence and the growing number of this new Asian American groups on the different campuses of the CSU system. My second objective is to describe briefly the various educational problems that these new students have to face in adjusting to the new academic system.

Many of them are trapped in a situation where they were being lumped together with other Asian American students who do not have to deal with the same type of educational hurdles. Furthermore, a few brilliant achievements have overshadowed many other educational problems and as a new group on campus they receive little or no attention at all. Vietnamese, Cambodian, Hmong, Lao students are now entering the CSU system. Most likely, the number of these students will increase as California continues to attract Southeast Asians from other states.

What kind of problems are they facing? Being refugee and not immigrant, these newcomers were not prepared for the countries of their resettlement. Many did not know their final destination until the very last day. They were pushed out of their country and they had very little knowledge or preparation in terms of language skills, cultural characteristics and employment requirements of the host societies. Thus, the process of educational adjustment is much more rigourous and different than the one that the immigrant student has to face.

Let me get right to the problems. First, is the financial problem. Many of the refugee students have to work and go to school at the same time. You might ask: What's so different about that? There is a difference. Very often, the refugee student is the only wage earner for the family. It is indeed a very big responsibility particularly for the male member of the family. His earnings must cover family expenses, tuition cost, books, transportation, and sometime minimal living expenses for a couple of relatives back home.

According to the federal Interagency task force for Southeast Asian refugees, 64.7 percent of the incoming refugees had no English language skills. Two in ten has some English ability. You can imagine the tremendous hardship these students have to go through in order to obtain the necessary skills for listening to lectures, asking questions, taking notes, completing a book report, and writing a term paper.

Presently, to my knowledge, these students cannot turn to anyone except his or her own close friend for advise and help. As the only Southeast Asian instructor here at San Francisco State, I am swamped with frantic student inquiries and requests. They range from academic related matters to immigration information such as: I would like to bring my family over, can you tell me how I can apply for the ODP program?

These changes in the student population require proper answers and quick reaction of the CSU system in meeting the needs of the students. The special background and the specific needs of this new Asian American group call for special programs and services for I believe that they can contribute a great deal to California and, believe me, with the proper services and efficient programs for student assistance, they can build a good future with the education they acquire from the CSU system.

Thank you very much.

QUESTION/ANSWER SESSION - (Dr. Chuong)

Opening comment: I'm recently from Viet Nam and I'm teaching here on the faculty of the Asian-American Studies. I would like to address the issue of the other Asian-Americans today in the CSU system. I feel qualified to address this issue because I started out in the late 70's as a high school teacher in San Francisco, and then later on worked at UC Berkeley as a lecturer, also for 8 years, and helped develop several courses on Southeast Asian-Americans. Then recently I joined San Francisco State University.

Dr. Santos: I just returned from the refugee camps in Bataan, Manila, because of 1800 Vietnamese students on the way to the United States. And I worked with school districts all over the country with Indochinese refugees. I guess one of the biggest problems, not only for higher education, is the grade placement policies we have in this country. We place them according to chronological age instead of educational experience. So if many of these children have never gone to school, if a kid is 12 years old he's placed in sixth grade which represents quite a burden on the kids. Not only academically but linguistically and culturally. So the problem continues all the way through community colleges and higher ed.

Dr. Chuong: One of the issues I think is, being taught in the different kind of teaching styles, different type of environment, particularly in the refugee campus in Bataan, as you have visited, there is not really any kind of formal education perse. Except only cultural orientation and general language classes. The length of waiting will increase, therefore, the interruption of education would also increase proportionately with that. Once they get into the United States the placement system sort of like once again doing injustice to them by putting them according to their age. So they fall further and further behind. And now, as you well know, in that public education system in the various districts they do not have any kind of fundings nor any kind of program in order to prepare these youngsters for four years or two years of college.

Dr. Santos: May I have some of your thinking on the new phenomenon that we are greatly concerned with in elementary schools and high schools and higher ed, is the phenomenon of the Amerasians. Does that present a different set of problems?

Dr. Chuong: Well I just finished the preliminary for our research funded by the State Department of Education. My data files show the following: the average age of the Amerasian children is between 18 to 22. Secondly, average length of education is between, at the highest 9 years and at the lowest 0 years. So you can see that the tremendous group now, according to the American Act of 1987, it is predicted that about 20,000 of them will be settling in the United States. And if you base on the trend, the pattern of secondary migration, they will be receiving about 10,000 of them, 40 to 50 percent, here in California as my data indicate. So I think this

will be posing a very, a special kind of group again in order to deal with this. To this date, there is no program nor any type of qualified personnel to work with this particular group.

Dr. Santos: And more and more they are finding out that some of these kids are not really Amerasians, but children of Vietnamese and Russian soldiers who claim to be Amerasian.

Dr. Chuong: There is a few of them, yes. But predominantly I think, 99% I would say coming from both a father, American, and a Vietnamese mother. I also have found that many of these coming either with their mom and some came with relatives.

Ms. Patti Komure, Associate Director
Financial Aid, San Francisco State University

My name is Patti Komure and I am the Associate Director of Financial Aid here at San Francisco State. I am pleased to be giving this testimony as I believe that the financial aspect of a student's education is often overlooked when discussing special needs and barriers to access. Finances play a major part of a student's decision to attend college and more importantly whether to remain. For Asian American students, particularly those who are recent immigrants, financial problems are often exacerbated by their unique cultural and economic conditions.

Unfortunately, financial Aid is a highly bureaucratic process. Financial Aid offices are subject to federal and state regulations which are written to serve the more traditional student population. These regulations allow minimal flexibility in dealing with non-traditional students. Many Asian students have needs which require special handling. San Francisco State and many of the CSU campuses have extremely limited amounts of institutional money to offer students, so the majority of our aid is subject to these regulations. For these reasons, many financial aid administrators often use professional discretion that "creatively" interprets the laws to better serve our students. Some financial aid administrators adhere strictly to the regulations, however, and many students are shut out of receiving aid.

Another problem lies in the nature of financial aid itself. Discussing one's finances is highly personal and sensitive. It is easy to understand how difficult it is for students and parents to divulge this information to us. The fact that English is a second language for many of our Asian students and their parents who may not speak English at all makes this process even more frustrating and threatening.

At San Francisco State, Asian American students comprise 27% of the total number of financial aid recipients. The median parental income for all financial aid recipients is low. It is important to note that the median parental income for Southeast Asian students who receive some type of financial aid is only $5,191 while their median family size is 5. Clearly, our Southeast Asian student population has exceptional financial need.

Asian American students have cultural problems which affect their financial situations. I have spoken to several Asian students who were recent immigrants and whose parents wanted them to work to help support the family instead of going to school. I met with several female Asian students whose parents thought that they should marry and follow the traditional model. Often, non-technical and non-professional majors are highly disapproved of. The pressures that these students face are tremendous. They have no emotional support and in most instances no financial

support from their parents and the fact that they are going against their parents' wishes greatly adds to their hardships.

A major problem facing Asian students with financial aid is the fact that many of them live with their relatives. Financial Aid traditionally views students who are living with relatives as "at home" which assumes that the student is receiving free room and board. Asian students are actually more in a roommate situation with their families in that all parties share equally in the living expenses. In many cases, the student is supporting parents, siblings, and other relatives. We adjust their financial aid when we discover their situation.

Financial aid regulations state that any student who is 24 years of age or younger is automatically considered to be financially dependent on their parents. This means that parental information is required to determine eligibility. The federal govt stipulated that if parents of dependent students lived overseas, the financial aid office must first attempt to get a foreign tax return and if this was unsuccessful, to fully document that such a form was unattainable by sending a registered letter to the parents or saving the request that had been returned marked "undeliverable." This of course was a ludicrous requirement as many parents who lived in countries where tax forms as we know them do not exist and where it was obvious that no money was or could be sent to the student for their education. This is an example of where we used professional discretion by not requiring the documentation and explaining the situation in the student's file.

These are just a few examples of the barriers facing financial aid applicants and how it is more difficult for some Asian students to receive the aid that they need.

I believe that the way to provide the most beneficial service to Asian American students and for the CSU to show their commitment to students with special needs is to provide grant dollars to these students. One possibility would be to lift the current restriction on State University Grant award amounts. Currently, the State University Grant is based on the amount of the State University Fee. For 89-90 the State University Grant is $247 per semester. Institutions should be allowed to award the grant in larger amounts to the neediest students on their campus. To make a difference to needy educational equity students, awards must be substantial enough to alleviate financial burdens and must be grant dollars as opposed to work or loans.

In closing, I would like to reemphasize the importance of finances to students in higher education and the particular needs facing Asian American students. We must all be aware

of how a student's financial situation can undermine all other efforts made by the student and the institution to be admitted to our universities and to be successful once they are here.

Thank you very much and I would be happy to answer any questions.

QUESTION/ANSWER SESSION - (Ms. Komure)

Dr. Corrigan: I've been following financial aid for the better part of 12 years. This is the first time that I have seen a presentation that really focuses on a particular need of Asians and the larger subset of immigrant or foreign students. Has there been any attempt through any kind of organization or structure that you are part of to bring these issues to the attention of the Congress or the Federal Government in any way? Has anybody been invited to testify, for example, in financial aid bills that are coming up? I'm just myself unaware of any of this information being made available the way that you've done it, and I'm just curious as to whether there have been opportunities for it to be brought to the attention of the people who make the decisions in Washington?

Ms. Komure: As far as I know the efforts have been made through our professional organizations on the state and national level. And I don't really know specifically how the Asian problems have been addressed and how thoroughly they have been addressed. I know that INS problems were addressed on the national level where we had to, there was a cross check between financial aid applicants with their INS status. The way they were doing it was based on names, not on social security number or anything. So our national organization did step in and explain to the Feds how silly that was.

Dr. Suzuki: I'd like to suggest to the Committee that perhaps this issue be addressed in the Committee's report and that we recommend that the CSU's Washington representative, Dr. Clyde Aveille, be asked to develop a strategy for doing exactly what President Corrigan has suggested to maybe change the Federal regulations so that these factors are taken into account.

Dr. Dong: I hear that you on this campus are interpreting the rules and regulations in a meaningful way. In your interactions with your colleagues on the campuses are there particular, is this a normal way of functioning or are there some very rigid offices that aren't able to deal with the needs of the immigrant student?

Ms. Komure: I'm pleased to say that, for the most part, in the CSU in particular that the offices are sensitive to these needs and would handle the situation as I've described in a similar way. I think the problem lies with counselors who just by the nature of the work of working with money, it kind of effects you in a strange kind of way after a period of time. And we try to sensitize them to take the extra step and doing more, presenting more leading kinds of questions and making them aware of the situation that the student could be going through that might not come out in a normal counseling appointment.

Mr. Nishio: In your own work are there any particular Asian Pacific groups that you feel are underutilizing financial aid more than others, in terms of not applying for financial aid even though evidentally needy, etc.?

Ms. Komure: I don't know. We've been wanting to do that kind of study for awhile. But at this point I haven't.

Dr. Senzaki: Whenever you have to use creative administration and professional discretion and, I'd like to know in lieu of that sensitivity, are there mechanisms that are being used for training counselors formally to these kinds of issues? An on going thing. And do you have any Southeast Asian or Asian counselors that might be particularly skilled at dealing with some of these cultural issues and the language?

Ms. Komure: Our state association has a minority issues committee that is very active in training, not only at the college level but at the high school, and they have had several training sessions on that particular issue, videos, so that's going on. We have been unsuccessful in our attempts to find a Southeast Asian counselor. And believe me we have really searched and it's difficult. At present we don't have anyone.

Dr. Senzaki: Do you have any links to any of the Asians outside, or any groups that might work with you?

Ms. Komure: That's a good point. We, at this point, don't.

Dr. Santos: Along the same vein, one of the problems with the underutilization of financial assistance is the lack of awareness on the part of the parents that such a system is available. I did it for three years in San Diego county, five language groups, Indochinese and Asian and then one of the biggest problems we had was getting acquainted with the availability. It seems that the middle class know how to creatively seek and get graduate assistance. It's the ones who need it the most that don't avail themselves of it.

Ms. Komure: That's a good point. And also I wanted to mention that the CSU's are considered low cost institutions and I think many families scrape up the money to pay for the fees, but they don't realize that financial aid is available for the living expenses, books, transportation, personal expenses, and things like that.

CSU ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE

PUBLIC HEARING, DECEMBER 5, 1989

San Francisco State University

Presentation by Susan Sung
Professor, Department of Social Work Education and
Director, Center for Cross Cultural Research and
Social Work Practice

Attachments: Graphs and Tables based on data from the following sources:

- **Annual Report: Affirmative Action Report SFSU 1986-1988**
- **SFSU Planning and Analytic Studies**

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Department of
Social Work Education
415/338-1005

Public Hearing: CSU Asian Pacific Education Advisory Committee
December 5, 1989, San Francisco State University

Testimony: Susan Sung, Professor, Department of Social Work Education
San Francisco State University

President Corrigan, members of the CSU Asian Pacific Education Committtee:

Good morning. I thank you for giving me the opportunity to testify today. Since time is limited, I would like to do my presentation in the following order: 1) profile of faculty and students at SFSU and at the CSU system; and 2) a brief note on issues and concerns of Asian faculty and Asian students.

I. Profile of SFSU Faculty and Students

A. Table 1: Tenured and Tenure-Track Faculty at SFSU:

In 1988: 84% white or caucasian,
4.2% AfroAmerican
2.3% Hispanic or Latino
8.7% Asian
.7% Native American

n= 733 full-time TTT faculty

Gender breakdown of TTT faculty at SFSU:
24.3% Caucasian Females
60.7% Caucasian Males
5.3% Minority Females
9.7% Minority Males

There are altogether 68 Asian faculty who are tenured and tenure-track in San Francisco State University. If we use total faculty as the base (part-time and full-time, TTT and nonTTT), there are 68 TTT Asian faculty out of a total of 1,700 faculty (or 4%).

II. Asians in the CSU System

According to Tim Dong, of the Affirmative Action Office of the CSU system, there are 11,000 TTT faculty. By year 2005, a turnover of 11,000 faculty is expected. A planned effort has to be made in order to ensure racial diversity among the faculty population. As Henry Der testified in the state Post-Secondary Education Commission, the window for new blood seems to be open, however, faculty diversity will not happen by its natural course. Strong administrative direction has to be enforced in order to secure diversity among new faculty.

Presently, within the CSU system, 13% are minority (as compared to 16.6% at SFSU); 7.6% are Asian as compared to 8.7% at SFSU. When one considers the composition of the student population and racial/ethnic composition of the S.F. city/county, the slight 1% difference between the SFSU faculty and the CSU faculty is insignificant. Recognition should be given to the affirmative effort made by the SFSU President in recent years. Although official data have not been published, I understand that a significant number of minority hires were made this fall (1989). Incentives for minority hires include "matching position" for every minority hire (if the top two candidates are minority).

The following data is excerpted from a presentation made by Tim Dong's presentation at the conference titled Asian Americans in Higher Education, February 1988. Out of 25 to 26 executives in the CSU, there is only 1 Asian, vice president of academic affairs of Northridge. In fact, today's committee membership probably represents the Who's Who of the Asians in the CSU system. Of the 179 schools in the CSU system, there are only 7 deans who are Asian.

III. Table 2: Ethnic Distribution of TTT Faculty at SFSU (1986-1988)

The second table attempts to show the composition of the SFSU faculty in the last three years. As you can see, the predominant faculty has been white, with a gradual decrease from 86.9% to 84%. All the minority groups are underrepresented although there is a gradual increase of around 1% for Black, Hispanic and Asian in the last three years.

IV. Ethnic Distribution of Faculty and Undergraduate students at SFSU (1988)

Table 3 is a table showing the distribution of the undergraduate student population in relation to Tenured Tenure-Track faculty population at SFSU. When comparing the student composition with the faculty composition, the white faclulty are overrepresented (47.7% white undergraduate student population vs. 84% white faculty population). Minority faculty are underrepresented in all groups. There are 8.2% Black student population, yet only 4.2% TTT Black faculty; 8% Hispanic student population, yet only 2.3% TTT Hispanic; 32% Asian students, yet only 8.7% TTT Asian faculty. Native American students and faculty are both underrepresented. The disparity between the faculty and students would be much greater if we use the total faculty instead of TTT faculty as a baseline for comparison.

Tables 4 and 5 are provided to show the change of faculty and student population in the last decade (from 1978 to 1988). As you notice, insignificant changes occur in the racial profile of the faculty, but significant changes happen in the student population

Since the 1989 data are not published yet, I did not include any of the 1989 data in the above presentation.

V. Student Composition at SFSU

The last table is a reproduction of the Fall enrollment figures. The handwritten scribbles showed the regrouping of the figures according to the five major ethnic categories. When comparing the undergraduate with the graduate student population, one should notice the significant increase of the white student population from 47.7% to 75%; and the significant decrease of the minority groups all across the board — Blacks, from 8% to 4%; Asians, from 30% to 13%; Hispanic 8% to 5%.

In terms of the decrease in Asian students from the undergraduate to the graduate program, one obvious question is why. Asians have been labelled the model minority, the ones who upset the admissions process of some of the major universities. I can assure you of one thing, Asian values toward education do not make a 180 degree turn from the undergraduate education to the graduate education. As for teaching, it has always been revered as an honorable profession. What we need to look at is the institutional structure which somehow systematically form a barrier to Asian advancement in higher education. This phenomenon applies to Asian admission to graduate studies, hiring of Asian faculty, and advancement of Asian faculty to administrative posts.

VI. Issues and Concerns of Asian Faculty

Since time is limited, I want to briefly highlight some of the concerns of Asian faculty and probably of all faculty of color in the university system.

1) "Publish or perish" is a buzzing word recently. Tremendous pressure has been put forth to the new faculty. I would like to share with you some of my thought on this matter. First, let us recognize the fact that our teaching load reflects a "teaching" institution. We teach as if our major function is to be a "teacher". Second, in terms of the publication world, let us recognize the fact that "publishing" is not a color-blind syndrome. The publishing world reflects the racial inequality in this country. The publishing world is ruled by the dominant culture. One only needs to do a content analysis of the journals and texts to realize the almost non-exist content on minority issues and minority authors. When we apply the "publication" requirement, we have to consider the built-in "unequal accessibility" to faculty of color.

2) "Terminal degree" has been synomous to Ph. D. degree. I would like to point out that there are fields in higher education whose expertise is not determined by Ph. D. degrees. For example, creative arts, ethnic studies, and professional fields, such as law, social work, nursing, and education. We need to recognize that sometimes doctoral degree is not an expression or an assurance of expertise. Life experience, performance, and professional experience may be more appropriate criteria for evaluating expertise than the "terminal degree".

3) Non-teaching university activities and community service are the less known criteria for tenure and promotion review. But they are there and they should be given just as much legitimacy. It is a fact that faculty of color usually have heavy burden in university activities and, more often than not, community involvement. Their leaderships in these areas should yield equal legitimacy to other activities in the profession.

VI. Highlights of Concerns of Asian Students

Very often the "model minority" has been tossed around to hide the benign neglect that has been bestowed upon the Asian students. Asian students have needs and they constitute one-third of the university population. The university is poorly represented by Asian personnel in all levels, from student support services, such as health and counseling, financial aid, to faculty and administors. And yet, one third of our student population is Asian (close to 10,000 students).

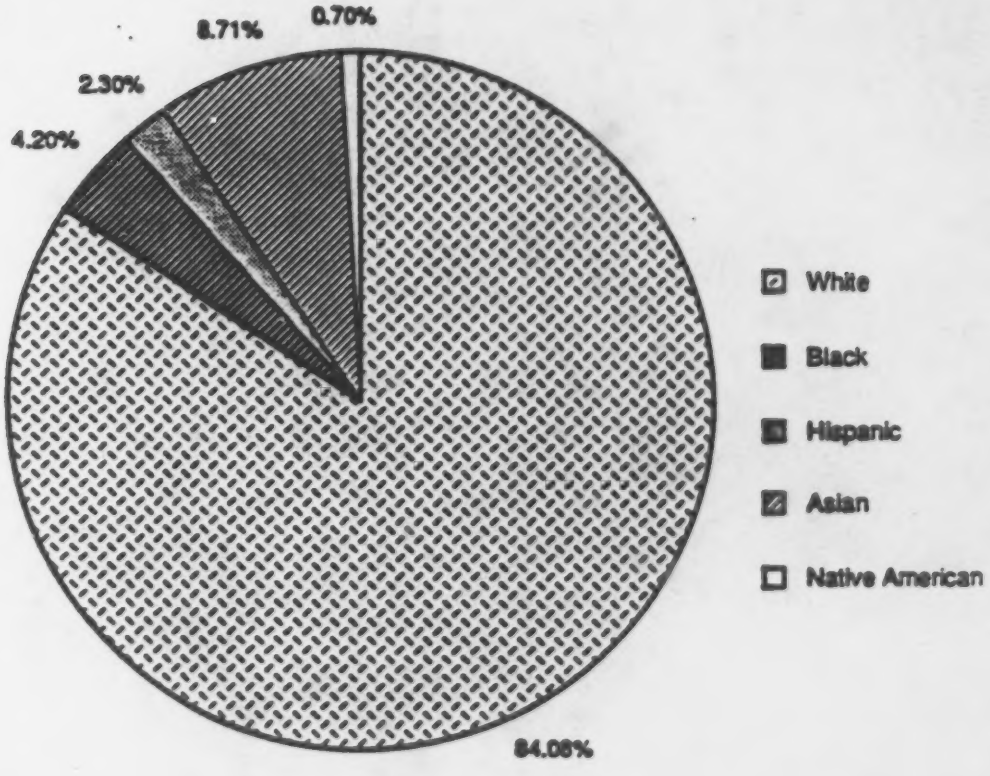
As a member of the Academic Senate Student Affairs Committee, I was abhorred to hear that students, predominantly Asian immigrant students, have to delay their graduation by two or three years because they cannot complete their English requirements, or because they are bumped from English courses which have a waiting list of over a thousand students. I am certain that you will hear more of the students' needs later today. I just want to mention that services such as tutorial learning center, peer counseling, mentorships program, and career counseling are essential to the survival of these students.

VII. Ending Remark

Let me end by saying that the term "Asian" is significant in this society, because it denotes the race sociology of this country. It connotes political, economic and social power structure. Yet, we should not fall into the pitfall of "compressing the diversities of the race", which is a form of racism, according to race sociologist Robert Blauner. When we say "Asian American", we are talking about an aggregate of over 20 nations, and probably close to 100 distinct languages, dialects, traditions and cultures.

As we step forward to the next decade, we will see California and this country change in demographics. We will live in a multiracial, multicultural and aging society. For the interest of this country and for our self interest, we need to make sure that children of color, college students of color and faculty of color are given the quality of education and the opportunities in achievement/advancement that are rightfully theirs. Their well-being is our well-being. Thank you for your patience and attention. I wish you all well.

TABLE I: Tenured and Tenure-Track Faculty
San Francisco State University (1988)



Sung, 1989

TABLE 2: Ethnic Distribution
Tenured & Tenure-Track Faculty
San Francisco State University (1986-88)

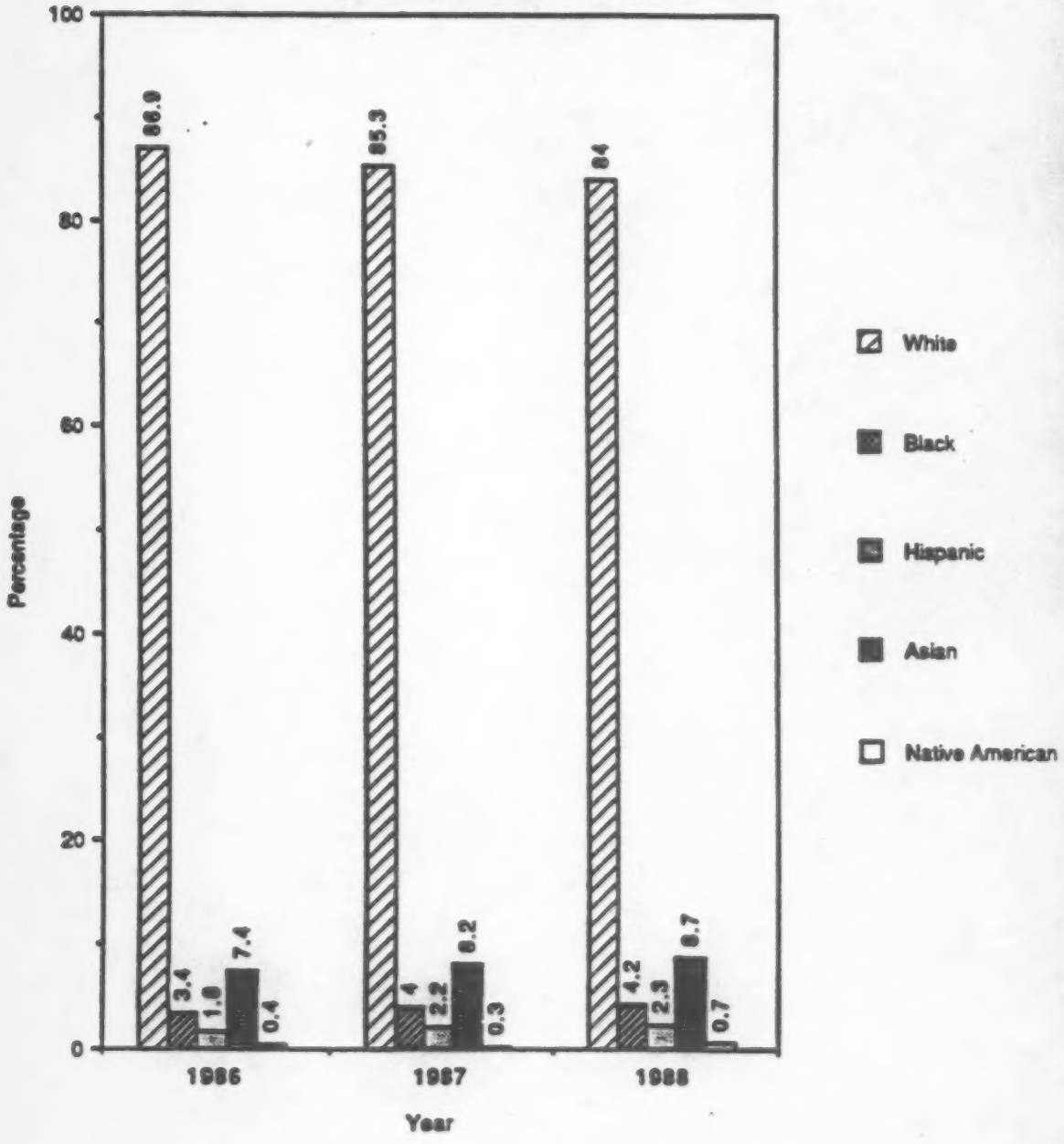


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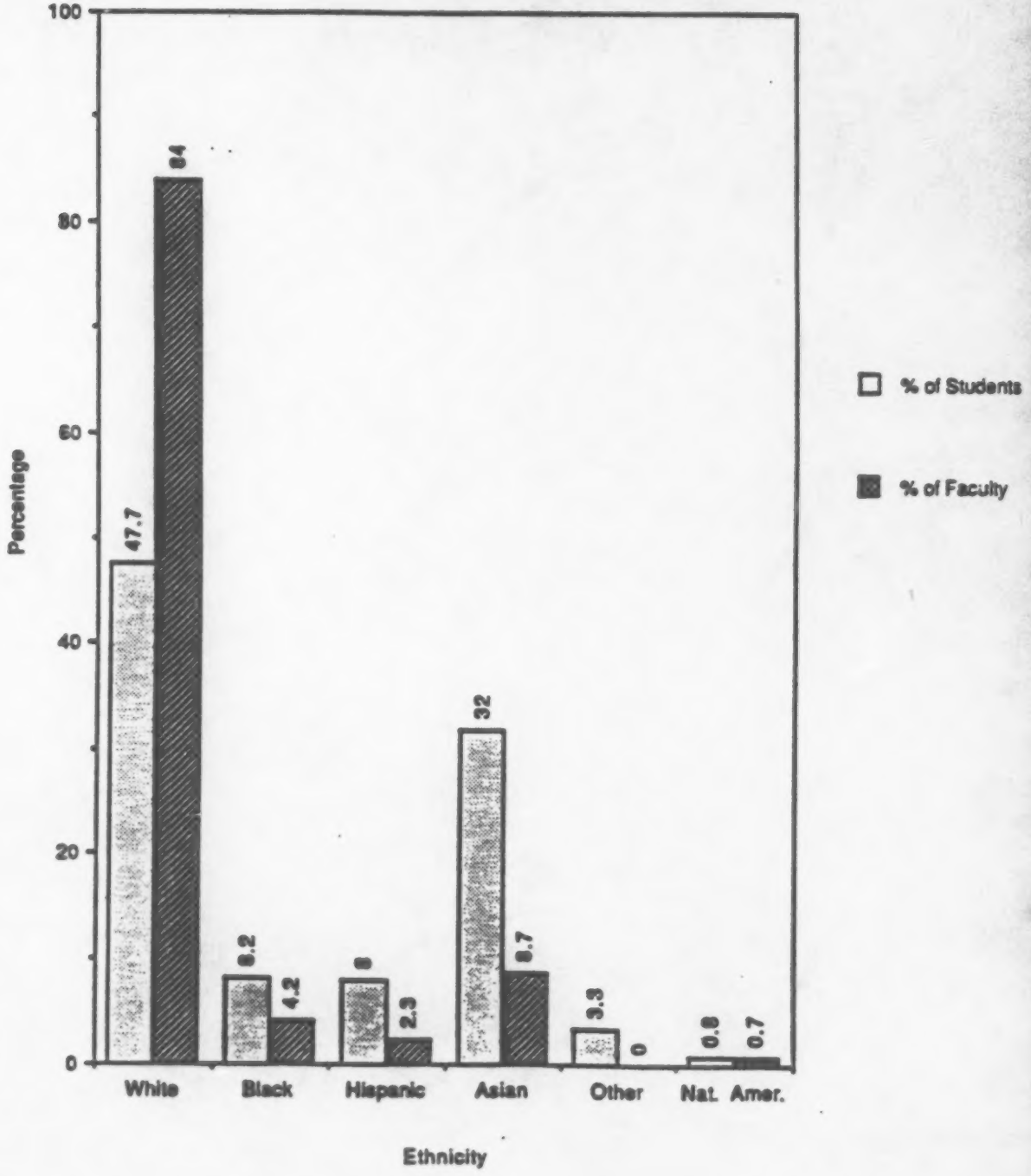
TABLE 3 : Ethnic Distribution
Faculty vs. Undergraduate Students
San Francisco State University (1988)



Sung, 1989

TABLE 4 : Ethnic Distribution
Faculty vs. Undergraduate Students
San Francisco State University (1983)

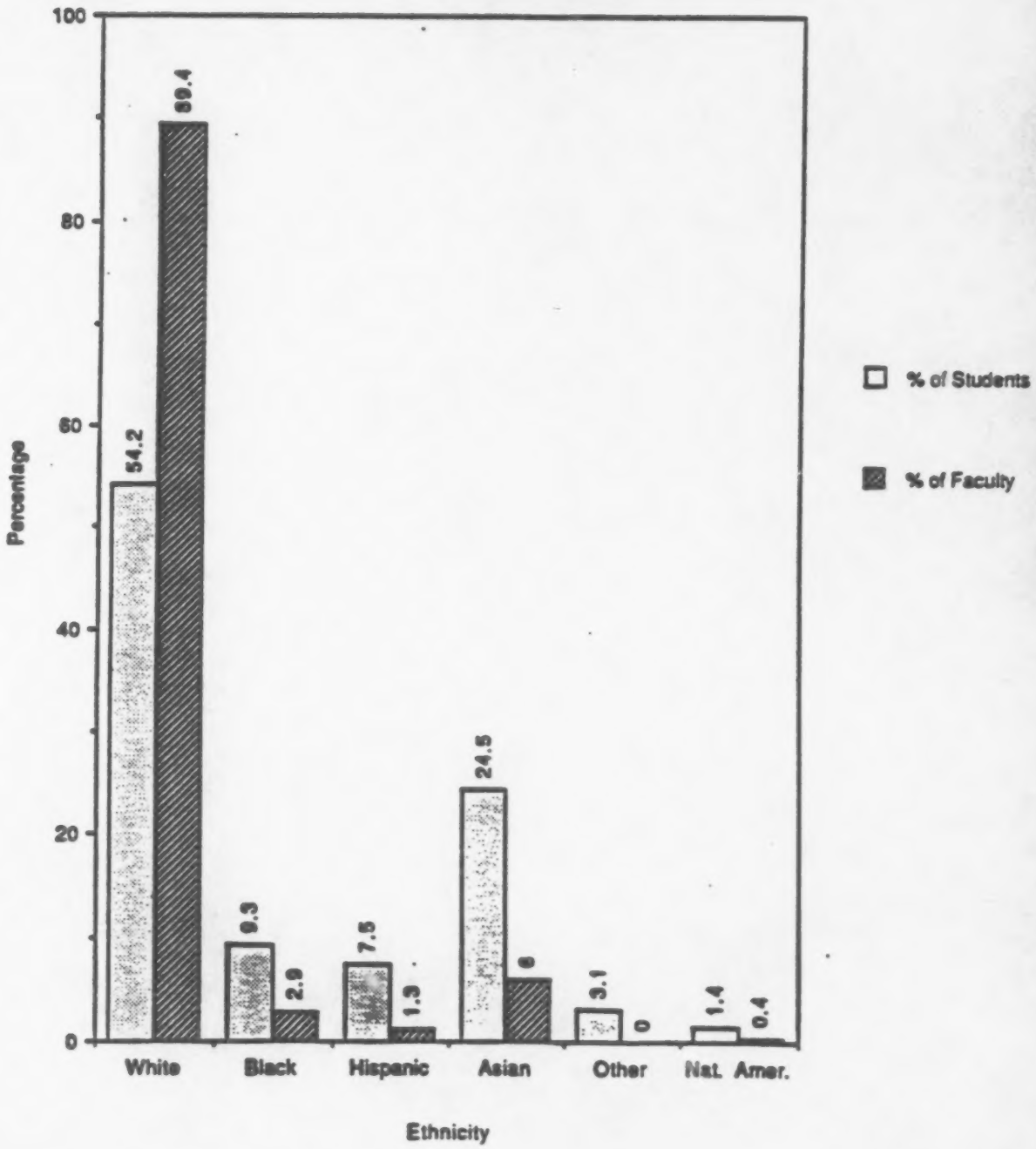


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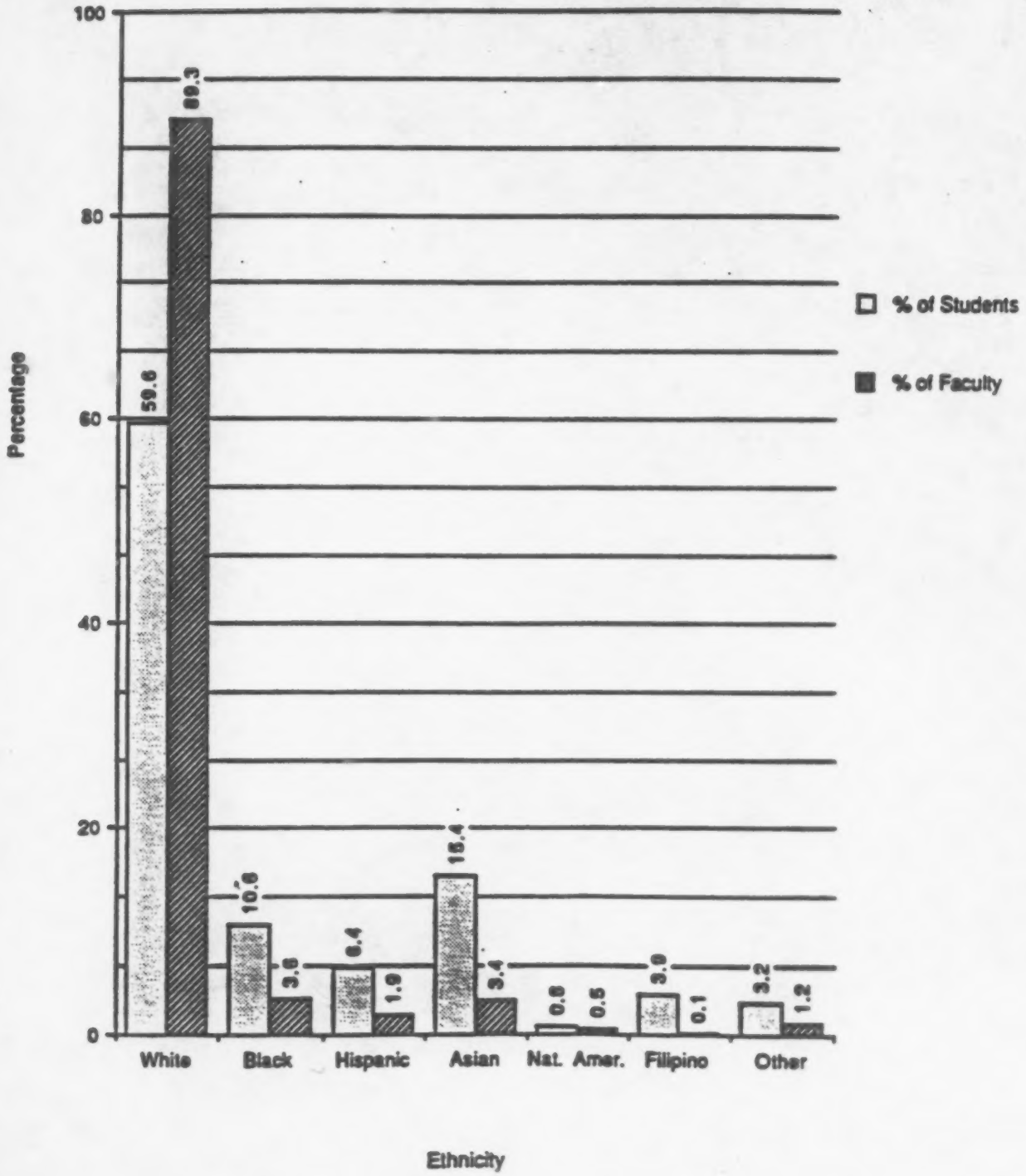
TABLE 5: Ethnic Distribution: Faculty vs. Students
San Francisco State University (1978)



Sung, 1989

SAN FRANCISCO STATE UNIVERSITY
PLANNING & ANALYTIC STUDIES
FALL 1988 ETHNIC DATA

	UNDERGRADUATE STUDENTS		GRADUATE STUDENTS		TOTALS	
	#	%	#	%	#	%
Filipino	1165	6.6%	84	1.6%	1249	5.4%
American Indian	134	0.8%	39	0.7%	173	0.7%
Black Non-Hispanic	1448	8.2%	215	4.1%	1663	7.2%
Chicano, Mexican American	552	3.1%	116	2.2%	668	2.9%
Other Hispanic	875	4.9%	141	2.7%	1016	4.4%
Asian	4419	24.9%	599	11.3%	5018	21.8%
Pacific Islanders	94	0.5%	13	0.2%	107	0.5%
White Non-Hispanic	8481	47.7%	3983	75.1%	12464	54.0%
All Other Responses	594	3.3%	115	2.2%	709	3.1%
SUBTOTAL	17762	100.0%	5305	100.0%	23067	100.0%
No Response	1244		539		1783	
Decline to State	890		471		1361	
Non-Resident Aliens	1043		265		1308	
Transitory	519		94		613	
TOTAL	21458		6674		28132	

Note: The "Other" category is included in the percentages of ethnic responses because these students did attempt to identify their ethnic backgrounds, albeit with a less clearly-defined category. Transitory students are excluded because at the time of enrollment they are not regularly matriculated students.

QUESTION/ANSWER SESSION - (Dr. Sung)

Dr. Suzuki: Those statistics and the data that you gathered I found very useful. And we would very much appreciate any additional information that you might have regarding the statistics both for the campus and for the system as a whole. I think they are very revealing.

TESTIMONY AT THE PUBLIC HEARING
ASIAN PACIFIC COMMITTEE, CSU
SEVEN HILLS CONFERENCE ROOM
SAN FRANCISCO STATE UNIVERSITY
DECEMBER 5, 1989

MAURICE H. TSENG
DEPT OF FOREIGN LANGUAGES
AND LITERATURES
CHINESE PROGRAM
SCHOOL OF HUMANITIES
SAN FRANCISCO STATE UNIVERSITY

12/1/89

First of all I wish to thank the Committee for having thought of the idea of coming to various campuses to listen to the different points of view on the subject such as being done today. Secondly I wish to thank Dr. Frieda Lee, Dr. Susan Sung, and Dr. Jaime Eng for having encouraged me to come forth to testify. Thirdly, I wish to recognize the fact that President Robert Corrigan is on the Committee. Among many of my colleagues, I consider this a very important honor which was paid not only to him but also to the entire campus.

I wish to propose to the Committee the following :

1. Conduct a one-day two panel discussions on cross-cultural matters on campuses at the beginning of each semester, one for students, and one for the staff and faculty, so as to enlighten them as to what cross-cultural matters one should be aware of at this particular campus.

2. Let the following be the joint sponsors on each campus:

    Chinese Program, Dept of Foreign Languages, if any
    International Programs, if any
    Asian American Faculty Association, if any

3. If none of the above exists on a given campus, then its central administration may create an organization for the purpose outlined in #1 above.

4. Let the president of each campus create a Center for Cross Cultural Matters(CCCM) or some office be in charge of the following:

    a. A five-to-ten-minute entrance and an exit interview of each of students of Asian origin, new or continuing, in order to ascertain their comments and suggestions regarding school activities. If the campus is too large, such an interview may be done in writing. The same office should conduct a survey of each of departments on campus at the beginning and the end of the semester or quarter concerning the same subject.

    b. Let CCCM submit a report to the deans via the president regarding the above personal or written interviews. Having studied the above report, the president's cabinet should act accordingly.

Questions and answers.

QUESTION/ANSWER SESSION - (Dr. Tseng)

Dr. Kashiwabara: I just wonder whether, as I understand the Human Relations Committee that Dr. Corrigan has instituted, will serve part of this recommendation?

Dr. Corrigan: There are really two phases of it. The first is a phase in which they are going through an extraordinary amount of data collection and interviewing people and trying to get a sense of what we call the tone of the campus. What are the issues and problems, etc. I expect that they will make a number of significant recommendations with regard to both policy change and programmatic developments. I would anticipate that one of the recommendations will be for an on-going, permanent commission, or committee, or human relations group that would continue both to monitor the campus and also spin-off different kinds of activities, such as what Professor Tseng has been talking about.

Dr. Suzuki: Professor Tseng, I notice that you are from the Department of Foreign Languages. I have a question regarding the whole field of foreign language in this country. I have noticed that there is a peculiar eurocentric bias, if you want, that exists in many departments of foreign languages where Asian languages generally are given fairly short shrift and, in fact, are still referred to as exotic languages even though over 50% of the world's population speak Asian languages. I was wondering to what extent that you have noticed that bias yourself, perhaps not here at San Francisco State but in the field generally?

Dr. Tseng: Well to answer your question Chairman Suzuki, my answer is I have noticed there is a bias but to document it is another matter. I also wish to advise the advisory committee that sometimes such biases are not perceived as bias by non-Asian colleagues. For instance, I give you one example. In recent weeks we had a meeting in Berkeley, UC Berkeley. It was...meeting and as we enter we saw a poster. A large poster at the entrance of the hall showing Fu Manchu with a mustache, but the man is a youngish person. I think that the painter did not pay attention to it. Nor did the conference organizers pay attention to it. The members, my fellow members attending the conference were outraged. They say, how could you draw Fu Manchu at this time? So they immediately launched into a discussion, we must write a letter collectively to the organizer protesting this. If they are to repeat this we'll boycott the meeting. This gives you one example.

Dr. Jaime Eng
Professor, Department of Business Analysis
and Computer Information Systems
San Francisco State University

I'm here to address primarily faculy concerns related to Asians in education. From the point that I'm speaking is primarily Chinese faculty on this campus. Some of the Chinese faculty, particularly the junior faculty, have a lot of concerns in relationship to their employment. Primarily these are tenure-track faculty that I'm talking about, although a lot of the concerns do also effect the lecturers on campus.

One of the issues that has come up for the Chinese faculty in terms of their evaluations has been the issue of accent. The thing that bothers them is that when they hear other accents on campus, for instance a French accent or a British accent or Australian accent, most of the people in the department look at that as sort of being sheik and being something that is exotic in that sense. But in terms of an Asian accent it's not looked upon in the same way and they get this feeling from the other faculty that the Asian accent is something that should be looked down upon. It is not treated in the same way that other accents are on campus. What effect this has on the faculty is that it's often mentioned in their teaching evaluations when class visits are made by members of the HRT. And sometimes it's not mentioned in a negative way, but sometimes it is. And when it's mentioned and it's one statement on a class evaluation and there is nothing else there beyond, you know, they showed up on time, they covered the material, the faculty member that's being evaluated gets worried about whether this is taken as a negative comment on the evaluation. How is it going to be looked at as this evaluation gets further up the line, because these evaluations go through the HRT committee, department chairs, the deans, and provost and the president. And some of these are a comment on an accent not necessarily saying that the person is not being understood but because there is nothing else there it's being taken in that way.

The other issue that's a problem is that sometimes the comment about the accent is taken as sort of erasing all other commnets. It sort of highlights all the comments. If that accent is not a problem in terms of the student understanding it really shouldn't be mentioned. That's also an issue with the student evaluation, because I see in the student evaluations that are done within my department that often times in a difficult subject for a white faculty member the student will say, well this class is too hard, I didn't understand it. And for an Asian faculty member they will make a comment like, well he had an accent, I didn't understand. Even though it's the same class that's presenting the same difficulties to the student. That's the easiest thing to write in a one sentence comment, where they ask for general comments at the end of the questionnaire. They don't go into all the issues that they would with, say a white faculty member where they didn't understand

it but it wasn't because of the accent. They didn't understand it because they didn't understand the class. And so some of these I think are being pushed over into the evaluation of teaching effectiveness which is one important area within the retentin and tenure process.

Another issue is that the cultural differences of these Asian faculty are seen, for the most part the Asians are looked at as a model minority. Sort of quiet. And if they tend to act that way within a department and the department doesn't make an effort to bring them out, sort of encourage them to become more involved and more vocal, they are afraid to come out on their own. And so then the effect is that one of the areas in which retention and tenure is decided is on collegial relationships. And if somebody has been quiet because they feel that that's the way they should be, and then they get dinged for it when it comes to the colleague evaluation. And they are not sure how assertive they should be and I think that the departments ought to make an effort to sort of encourage them in this area. Because otherwise they worry about either getting a quote unquote, aggressive label, or not wanting to make too many waves. Now these faculty members that have talked to me about it didn't want their names brought up because most of them are not tenured yet. They are not full professors yet, and they're still struggling with this kind of issue. And it's not something that they necessarily want to bring up to their HRT. It's sort of, it's a hard enough thing to deal with that they'll bring it up within a group of Asian faculty but they don't really want to bring it up to the other people, because they are afraid it may point to a problem where the committee thought none existed. Or sort of calls attention to the matter.

The third thing that a couple of the faculty have come and spoken to me about is, a few have received outright racial comments from senior members of the faculty within their department. They are not necessarily people on HRT and the views represented by these comments are not necessarily departmentwide views or even schoolwide or university views. But the faculty don't know quite how to relate to it. They are afraid to mention it to their department HRT or their department chair. One of the faculty was told by a senior member in the department, you don't seem to fit in and why don't you go back where you came from. And the person was kind of shocked at it and they didn't know where to turn. They don't want to bring it up to the HRT because hopefully it's not a view shared by the members of the HRT. And they don't want to bring it up to the department chair, because they are going to be evaluated by this department chair. So they sort of sit and they stew about it. And it adds to the kind of tension that the people are feeling. They're going through the retention process, the tenure process, the promotion process. Being evaluated every year, being visited in your class by senior faculty every semester is a very stressful situation. This sort of adds to the stress because it's something they can't let out in other places.

Some of these faculty are hesitant to go in front of the Human Relations Committee because, even though there is anonimity assured, they're still afraid to bring out any of these issues. So some of these I've heard of because I heard of it in casual conversations with some of these faculty. I have not highlighted particular people because I don't want to bring out their names here. But I wanted to bring out some of the issues. These are not all the issues that concern the faculty. I'm sure there are more. But these are the ones that have been brought to my attention.

QUESTION/ANSWER SESSION

Dr. Suzuki: That was very informative. I think it demonstrates the subtle and not so subtle aspects of racism faced by many Asian faculty. In regard to your comments about Asian accents, I've always said that when people hear a person with a German or French accent they automatically add 10 points to their I.Q. And when they hear an Asian accent they automatically subtract 10 points from their I.Q. I think it points to the social discrimination that goes on with respect to languages.

Mr. Nishio: I was wondering if, in your position as department chair, if you had some suggestions on things that can be done to create better awareness on the part of the faculty that are participating in the HRT process about some of the biases that they bring into the process. Is there any kind of orientation or training that goes on?

Dr. Eng: There is no particular training that goes on. It would probably be a good thing to have meetings of HRT's not just strictly within a department, even though that's how the committee is formed, but on a more universitywide basis to talk about some of these issues.

Dr. Senzaki: I know on campus we talk and we talk about those issues. I remember an affirmative action and training component that went around to the departments. We've had campuswide symposiums and unfortunately it seems that the offenders are those who need the most sensitivity training but don't show up. Is there any kind of value in doing these kind of work shops? How would you get the people who really need to hear it to be there and be held accountable?

Dr. Eng: Unless they are sort of mandatory workshops for the HRT within a particular school. If you do it universitywide, I think that's too large a group to have any sort of discussion going on. And then the HRT changes every year, so it's something that would have to be repeated.

Dr. Santos: In the specific case that you cited where an outright statement was made, what did you do as chair?

Dr. Eng: This was not somebody within my department. This was somebody that I heard it from, a Chinese faculty member from another department. The main thing I could tell them was that if they wanted to they could go and talk to their chair about it, but hopefully it's not something that is widespread within their department. I mean, it came from one particular senior faculty member in their department who was not on the HRT. But they have a hard time figuring out how widesprad it is and they're sort of fearful.

Dr. Santos: In view of the fact that some of your colleagues are less assertive than you are, have you found yourself a role perhaps to be their spokesperson?

Dr. Eng: Well that's one of the reasons I'm here. It is a possibility, but when there's one Asian faculty, untenured within a department, you can't really go and talk to that other chair. They are going to know who complained. That's the kind of thing that sort of brings out, you don't need to mention the name at that point and they've got a problem. Depending upon how the chair feels about it that can sort of create further problems.

Dr. Suzuki: Is there any sort of Asian faculty support group on campus where some of these issues can be brought?

Dr. Eng: Not in a formal sense. I mean the Chinese American Faculty Association has had some discussions on that. But it's more an airing out of feelings about it and not so much a thought of well how do we remedy it.

Dr. Santos: Being a member of such a committee, I think sometimes when nothing is said about it it encourages more of such behavior. But if somebody screams they become more sensitive to that issue. In other words, hey, let's figure it out.

Dr. Eng: Yeah, that's certainly true and it's certainly something that I can bring up within my department, within our HRT, but it's certainly something I cannot bring up to the HRT of another department where a junior faculty has sort of, as a friend, told me.

Dr. Lou: Is there some agency or process or mechanism that you can suggest, whereby faculty of color who do experience these overt acts, or not so overt acts, of discrimination can go to that would somehow address these issues in a safe environment?

Dr. Eng: I think the safest one is that committee on human relationships within the university because it is a confidential committee. But to, it takes a lot to convince these people that it really is confidential. They know they are going to be judged. They are going to be judged for the next few years and it takes a lot to convince somebody that confidential testimony to a committee that has some possibility of trying to avert this is still a very big step for some people to take.

Dr. Lou: How about something in a more private setting, like an employee assistant or a counselor? A one-on-one type of relationship?

Dr. Suzuki: Or an ombudsman maybe?

Dr. Eng: I think that may help the faculty member who's being evaluated cope with the stress of it, but if that ombudsman is going to go and talk to the department where this thing is occurring and there is only one Asian, junior faculty in that department, well.

Dr. Suzuki: It takes a lot of courage even to deal with non-racial issues, but when it's racial it becomes that much more emotional and it takes a lot of courage on the part of a non-tenure track faculty.

Dr. Eng: That's one of the reasons I'm here. I'm tenured. I'm full. So they asked me to speak for them because I'm not pointing out any particular department that could jeopardize them.

COMMENT FROM INDIVIDUAL IN AUDIENCE - CFA

Mr. Chairman may I make a comment. I'm Tim Sampson, I'm President of the California Faculty Association on this campus and I'm Vice President of the association statewide. On this campus, the association has a group of faculty of color which are addressing these issues within the context of the rights of faculty and the experience of faculty within our association. So that would be another place which has a little bit different focus than only support for the stress that such a remark might cause or only impact on the HRT process. Although we do support in that process. I mean, faculty of color themselves attempting to develop strategies on the campus to assist faculty in fighting for their rights on these issues.

Testimony prepared for CSU Asian Pacific American Education Advisory Committee

Presented by: Mai Nguyen, Academic Advisor
Educational Equity Programs and Services
(EOP/SAA)

I would like to thank the Advisory Committee for giving me this opportunity to share my experiences with the American Educational System as a Vietnamese refugee.

In 1975, I was in my third year at the Law University in Saigon when the Communists took over. After five years of living under their oppressive rule with no official schooling, I escaped by boat and settled in California in 1980. I had made up my mind then that I would get a higher education someday. I immediately checked with a college in Long Beach to see if I could get any credit for my three years of college work from Vietnam. They were willing to accept a few equivalent GE courses but only if I paid a $90.00 processing fee. That was a large expense for me at that time so I decided to start from the beginning at a Community College. Besides, I also realized the need to improve my English .

The American Educational System was totally new to me. After talking to friends and family members, I first chose Computer Science as my major. It seemed to be a practical one with good earning power. After discovering that I would have so many math and science requirements to complete, I switched to Banking and Finance.

Still I was overwhelmed by a multitude of obstacles. In addition to the demanding course of study, I had to deal with family problems. I felt that I was a burden to my brothers and sisters, who themselves had just as much difficulty adjusting to a new life in the States as I did. I was also worried about my basic needs such as food , . housing and keeping a part-time job.

During my first school year, I associated mainly with Vietnamese students. I was very self-conscious about my limited English skills and my accent, and the thought of talking to fellow American students was intimidating to me.
As many other students, I applied for financial aid. The experience was distressing - there was endless paperwork for loans and grants. Sometimes I stood in line for hours without resolving a single question or problem. For example, a dispute regarding my Cal Grant A was not settled until 9 months later. At another time, the Financial Aid office could not locate one of my checks, they found it lodged between the

documents in my file. I also experienced difficulties with the Faculty. It took me seven visits to one of my instructors to resolve a grade change because he had lost my final.

These problems that I have mentioned are not isolated incidents. I was a peer advisor at the EOPS office at City College and am currently an EOP advisor here at San Francisco State. I have had contact with a large number of Asian students. Through personal experience and by talking to other students, I found out that many faculty and staff members do not demonstrate patience, sensitivity and compassion in dealing with students, especially students of different national origins. While I realize that many departments are understaffed, I do not believe that it is a justifiable reason for students to be serviced by staff members with bad attitudes. I wish that I could have had a hidden video camera to tape some of these negative encounters to show those individuals their rude behavior.

Below are some of my suggestions which hopefully will provide for a better learning environment. It is my wish that these ideas not merely be taken into consideration but are actually implemented or at least followed upon for further discussion.

1. Workshops for faculty and staff members to assist them in dealing with students of different backgrounds and cultures. Perhaps, built into these workshops would be on-going discussions with students representing these different groups.

2. Surveys for students to ascertain their own needs and their own ideas regarding changes or improvements. For example, new requirements and policies, the need for tutorial assistance, support groups,etc.

3. Re-evaluation of some of the requirements; for example the EPT. Why do they have to take the EPT when they were already required to take the ESLPT?

4. Re-education about the myth of Asians being the model minority. There are a variety of different groups with different problems: Chinese, Korean, Japanese, Fillipino, Cambodian, Laotian, Vietnamese, etc. We also have American-born and foreign-born Asians.

5. More support for programs such as EOP/SAA which provide students with a sensitive staff offering academic, personal counseling and tutoring. It is one of the places where students can find a helping hand and feel related to the campus.

6. More faculty and staff members with diverse cultural backgrounds,

somebody that these students could identify with. It will show that the Administration is truly aware of their needs when it makes such a move.

7. Incorporation of their languages into the Curriculum. These students should be able to satisfy the foreign language requirement by testing through CEEL(CREDIT BY EVALUATION FOR EXPERIENTIAL LEARNING).

In conclusion, I would like to say that by offering a supportive and encouraging environment, we will make their learning experience a more rewarding one. In the end, these students will get a sense of belonging to this campus which would positively affect their departure upon graduation. They would be more inclined to become alumni members and promote SFSU to fellow friends and family as a campus with much to offer.

The time for us to take action is now, we cannot wait for somebody else to solve these problems. Once again, I would like to thank the Committee and all participants for this opportunity. I shall be looking forward to the results from these hearings.

Testimony of

ANGELO N. ANCHETA

before the

CSU ASIAN PACIFIC AMERICAN
EDUCATION ADVISORY COMMITTEE

December 5, 1989

Contact: Angelo N. Ancheta
Asian Law Alliance
184 East Jackson Street
San Jose, California 95112
(408) 287-9710

Testimony of Angelo N. Ancheta

My name is Angelo Ancheta, and I am the Managing Attorney of the Asian Law Alliance in San Jose. The Asian Law Alliance (ALA) is a nonprofit community law center serving the low-income and Asian/Pacific Islander populations in Santa Clara County. ALA provides direct legal services, community education, and community organizing and advocacy to the Asian Pacific community in the South Bay area. We are involved in a wide variety of cases, including many civil rights cases such as immigrant rights, language rights, and discrimination.

My testimony today will focus on the role of the state university in addressing the needs of the Asian/Pacific Islander community outside the immediate university setting. Meeting community needs and assisting in community development involves looking at the university as both an educator and as a community resource. Although my testimony will focus on Santa Clara County and San Jose State University, the observations and suggestions that I will offer may be applied to any of the Cal State schools, particularly those in geographic areas with large Asian Pacific communities.

The Asian Pacific population in Santa Clara County is the fastest growing in the state. The 1980 Census placed the Asian Pacific population at 100,000; current estimates place the population at over 300,000. Immigration and refugee resettlement will continue to provide growth in coming years.

The population is diverse, with great variety among the different ethnic groups. The area has the largest Southeast

Asian refugee population in the state outside of Southern California, with an estimated population of nearly 100,000. Recent immigration has greatly increased the Filipino, Korean, and Pacific Islander populations in Santa Clara County, adding to the well-established Japanese and Chinese communities in the area.

Along economic lines, there is great diversity as well. There is affluence among the professionals living and working in the Silicon Valley, but there is also urban poverty among those who have recently arrived as immigrants and refugees. Most recent immigrants and refugees have limited knowledge of English, have little or no exposure to the American social and legal systems, and lack the financial resources to enable them to gain independence from government assistance.

Development of the Asian/Pacific Islander community as a whole hinges on leadership--social, economic, and political. The community requires leadership in addressing the social service needs of the less fortunate; the community requires leadership in fostering growth in the economy (not only among minority-owned businesses, but in all sectors); and the community requires leadership in empowering Asians politically, so that government is responsive to our needs.

Colleges and universities play a critical role in providing and developing this leadership. The schools must act as both training grounds for tomorrow's workforce as well as resources for the community as a whole.

San Jose State University, as the largest institution of higher learning in the area, must be at the center of community

development for the Asian/Pacific Islander population in Santa Clara County.

The school has already become a training ground for Silicon Valley professionals, providing the largest number of engineers and scientists of any school in the area. The school of social welfare is at the forefront in providing ethnically diverse and culturally sensitive social workers to enter the social service system. And the Asian American Studies Department, one of the strongest in the state, continues to provide much needed instruction in Asian American history and community issues.

Still, much can be done to improve and strengthen the ties between the university and the community. Recruitment and retention policies have a direct effect on the training of individuals in the Asian community. These policies, as well as affirmative action policies, must be maintained and strengthened to maintain parity with the population in the community. Particularly, at a school where 25% of the students are Asian, Filipino, or Pacific Islander, Education Opportunity Programs must include Asians and Pacific Islanders as part of their academic assistance and retention programs.

Academic programs that train professionals to work in the community (e.g., social welfare and criminal justice) can be strengthened both to provide culturally sensitive graduates and to recruit degree candidates from highly underrepresented populations. As an example, the school of social welfare has never graduated a Cambodian student, despite the fact that there are over 15,000 Cambodians in the local community, and most of them remain dependent on the welfare system.

Finally, the university must be viewed as a resource for existing leaders in the community. Community leaders must know that they can turn to the university for assistance and additional leadership.

Asian American Studies must be the springboard for this increased role for the university. Certainly, history and academic study are an important first step in developing community ties. But, community outreach must be a necessary second step in order to bridge the gap between university and community. Internship programs that provide formal credit for community work at agencies dealing with refugee resettlement, mental health assistance, and political empowerment can help bridge that gap, as well as research efforts that focus on economic and political development in the local community.

It is essential that the university not remain isolated from the community in which it is based. The university cannot be Given the tremendous growth in the Asian Pacific population, as well as in other communities of color, we cannot ignore the role that the state university system must play in helping our community move forward into the next century.

Ms. Harriet Taniguchi
Special Assistant to the Associate Vice President
and Head of Undergraduate Studies and Educational Support Services
CSU, Sacramento.

I would like to commend the Committee for taking this mode of obtaining input from the community. I'd like to quickly go over five areas, and I've outlined that in the papers I've made available to you.

The first area is the exclusion of Pacific Asian groups in educational equity programs and supportive services. I recognize that many of the speakers this morning have spoke to this very issue. I think it is very critical. I noted this morning the 1990 Census will reflect the individual Pacific Asian groups. Dr. Suzuki had mentioned, I guess the Committee's position in terms of broadening the definition of Asian Pacifics. I'd like to recommend that the Committee also consider a further identification of the Southeast Asian population group. I think that's really critical so that their specific needs could be identified by the respective groups. I've noted the individual groups in my paper here. This is particularly significant, I believe, for CSU Fresno and CSU Sacramento because of the high number of HMong and Malayan students who are either living or migrating to the Central Valley. And I think this is a critical concern.

The recommendation I have in addressing the exclusion of Pacific Asian groups is, first of all I think that the services to underrepresented students, I believe, should be changed to entitle such services to ethnic minority and non-traditional students. This way we would not be caught in the numbers trap of always having to justify our special needs on the basis of numbers. Within this context then we can focus services to underrepresented students, but this would also allow the system and the campuses to tailor and establish programs as needs are identified for specific groups of students. And, of course, if that's not possible then definitely the inclusion of the specific Asian groups under the definition of underrepresented. I think many of us are keenly aware of the tremendous amount of dollars that are being allocated to the various campuses, both in terms of general fund dollars and lottery dollars in the area of educational equity. And in particular, if it's a Chancellor's Office program, the campuses, I know that our campus in particular is following the strict definition of underrepresentation and that is to include strictly Blacks, Hispanics, and Native-Americans. I really would like to see that addressed by this Committee.

The second area is complying with course articulation agreements with the community colleges. I did cite a specific example that was brought to my attention by a community college counselor. My recommendation in this area is a systemwide evaluation on the various requirements individual campuses have which impedes the transfer, in particular, of ESL students. And this then would

include Hispanic students from the community colleges. This is a real critical issue because there are various instances where ESL students have completed the requirement at the community college and it has been recognized as a GE breadth requirement, but when the student attempts to transfer a requirement is tacked on at that particular campus.

The third area is test requirements. For our campus, and I believe this is true at some of the other campuses, but I'll use our campus as an example. A permanent resident student who has graduated from a California high school must, for admission and registration and placement purposes, take the SAT or ACT, EPT and ELM and, for our campus, the English Diagnostic Test. My recommendation is that we have a systemwide evaluation of test requirements at all campuses to see if, perhaps if it's necessary one test could serve as an indicator of academic potential and also use that information for placement purposes. Because I think that we really impede or really set up road blocks for students when we have so many test requirements.

The fourth area is educational opportunity program admission slots. And I think this was alluded to this morning by one of the speakers. And I really would like to stress that it really is devisive and contrary to achieving educational equity and cultural pluralism when we begin to, quote unquote, compete for slots with Blacks, Hispanics, and Native-Americans, for the EOP slots. And I know there is a controversey at many of the campuses. And the whole intent of the EOP has been to address the needs of low income and educational disadvantaged students. So to alleviate some of this pressure, I'm really recommending that the system advocate additional EOP admission slots, increase in EOP grants, and increase in EOP staff so that the needs of disadvantaged students can be met.

The fifth area is lack of Asian Pacifics in administrative positions. I recognize the lack of Asians in counseling and faculty positions, but I think that another area is the area of Asian Pacifics in administrative, and both in mid and upper management, because this is where it counts. This is where the policy is made and this is where resource allocations are made. So in that light I would like to recommend that, I recognize that the Administrative Fellows Program has been a wonderful vehicle, and that perhaps we could take a look at that policy that in order for any of us to participate in that program that we must relocate to another campus. And I think then that accommodation should be made for all ethnic minority people. That if there is a good site at your home campus that you should be allowed to do so.

Also in the area of the Forgiveable Loan Program, I'd like to see that turned into a grant program rather than a loan program.

And as a last item, a plug for our Asian Pacific Americans in Higher Education. We are having our conference, our statewide third annual

conference at the Raddison Hotel in Sacramento on February 25 through 27, and we will be addressing the current issues and emerging issues as it relates to Asian Pacifics. So I'd like to invite all of you if possible to attend.

QUESTION/ANSWER SESSION

Dr. Dong: I want to straighten out that the Administrative Fellows Program doesn't require that the applicant leave the home campus. That is preferred because of the type of experience one gets. But we try to recognize peoples needs and, for instance, this year's program has two people on their own home campus. It's not, the program chooses people who are able to take the most advantage of the program at that time. And if family concerns or whatever makes it difficult for the person to leave their home campus we try to place the person on their home campus.

Ms. Taniguchi: Thank you. I was not aware of that and I'll take that back to my campus.

Dr. Abrego: The determination for underrepresented, is that made by the Chancellor's Office?

Ms. Taniguchi: Correct me if I'm wrong, but I believe that is true. I know there is Chancellor's Office people here, but that's been my understanding.

Dr. Suzuki: Chuck Lindahl from the Chancellor's Office is here, and he is shaking his head indicating that that is not true. The local campuses basically establish that. Asians are included, I know, at certain campuses so it can't be a systemwide policy.

Ms. Taniguchi: Thank you. I think that does need to be clarified.

Dr. Suzuki: So it may be a local campus issue that you need to deal with.

Dr. Senzaki: I'm real concerned about the EOP issue. One thing I'd like to hear from you, if we were not able to get additional EOP slots, we know we'd have to have a lot of cooperation and support to do that. But given the climate right now in the CSU system with equity programs, it seems to me most of those resources, if anything, may end up being funneled out of those programs into other areas. I'm wondering, is there any other alternative you could think of because on some campuses, for instance at Fresno they are utilizing all of the slots they have for the traditionally first two underrepresented groups. And, therefore, noone can come in because they are using all the slots. A suggestion was made to go for outside funds for a new type of program to address the needs of the Asians, which I'm personally against that. However, do you think there is any way that people could, if they cannot get increased slots, would that create a severe problem in terms of assigning priorities for these so-called underrepresented groups as more become defined as such?

Ms. Taniguchi: Well first of all, from what I understand that the EOP receives the 2% disadvantaged slots, if there is a possibility that the other 2%, some of those slots, could be assigned to the EOP population that would be one method of handling the dilemma. The other possibility would be, it's true, to look for outside sources but that's very difficult to do. I imagine it would have to entail a change in Title 5 regulations and that's a very long process. But I really would like to look at going back to the EOP situation and...(tape change)...on the basis of race.

Dr. Senzaki: If I understand, what you're saying is priority will be given to underrepresented groups and that Asians become in that priority category. You have three groups now as priority groups. Would there be difficulty in assigning priority to each group?

Ms. Taniguchi: I imagine so. It depends of course on the campuses in terms of number of slots they have available and if some campuses do not use all of their slots, but others need. I think that in the system there's been a judgment made. But you do have to get even more refined, in terms of the designation, as to who in deed is the most neediest and that is a real difficult situation for the directors. I recognize that.

Dr. Senzaki: I'm hearing that some of the EOP directors, especially at Fresno, have already assigned enough of their general exceptions to the EOP program and so they say we can't give you any more. I agree with you, my feeling is that perhaps we may have to have a few committed slots.

Ms. Taniguchi: And back to the financial aid area in terms of the EOP grants. I know, for example, for our campus approximately 55% of the EOP students actually receive the EOP grants. Because, in terms of the amount of dollars, the EOP dollars that are available, it's just not there to even meet the needs of the currently enrolled students. So I think it has to be a systemwide effort. You can do some minimal things at the campus level but it's a difficult situation.

Dr. Suzuki: I just wanted to comment briefly on your suggestion regarding the Forgiveable Loan Program. While I can understand the desire to make it into a grant program, I have some concerns because I helped conceive and develop that program. And one of the motivations we had in mind for making it a forgiveable loan program was to add some incentives, number one to have those faculty who go through the program and earn their doctorate actually go into teaching and not into private business or into the private sector. And secondly, to come back and teach in a CSU campus, on a CSU campus. Without that forgiveable loan provision the incentives to do that would simply not be there. And so we feel that it should be a forgiveable loan, because if they teach for five years that loan is completely written off.

Ms. Taniguchi: Well I was looking at, I know of a situation where that was a barrier to a person going for a Ph.D. So that's why I had made that recommendation as a possibility.

Dr. Suzuki: Because they didn't plan to go into teaching or because of something else?

Ms. Taniguchi: No, because they felt that they did not want to have that total obligation at the end of that period. But that did not mean though that they were not going into teaching.

Dr. Suzuki: Well, I think that we'll certainly take that into consideration but there are other factors involved and I just wanted you to know.

MEMORANDUM

December 5, 1989

To: Asian Pacific American Education Advisory Committee

From: Harriet A. Taniguchi
Special Assistant to the Associate Vice-President,
Academic Affairs and Head of Undergraduate Studies/
Educational Support Services

Re: Needs of Asian Pacific Students, Faculty and Staff

I would like to commend the committee for conducting these public hearings so that members of the Asian Pacific communities can express its concerns regarding unmet needs and inequities in the system and to recommend constructive changes. Positive and thoughtful changes will benefit not only Asian Pacifics, but other people of color and improve the quality of education within the California State University system.

The following are the areas of concern expressed to me by students, faculty, staff and community persons.

1. The exclusion of specific Asian groups in educational equity programs and supportive services.

Because the CSU system has defined the underrepresented groups as African Americans, Hispanics and Native Americans; Cambodians, Filipinos, Hmongs, Koreans, Laotians, Miens, Pacific Islanders and Vietnamese students are excluded.

According to the Hmong Council Education Committee, Inc., 55-60% (101,750 - 111,000) of the approximately 185,000 Hmongs in the United States live in California. Within California, approximately 58,000 live in the Sacramento and San Joaquin valleys.

The Grade 12 results of the California Assessment Program (CAP) Scores shows that with few exceptions (12th grade "Other Asian" math scores), most immigrant language groups scored below the norm in all subject areas. The Southeast Asian and Hispanic immigrant students, based on these test scores, appeared most at risk.

Recommendations: 1. The groups named above be added to the definition of underrepresented. 2. The services to "Underrepresented students" be changed to "Services to ethnic minority and non-traditional students". Within this context we can focus services to underrepresented students. This will allow the system and the campuses to tailor and establish programs, as needs

are identified, for specific groups of students. When student needs change, program priorities and services can be re-defined.

2. Complying with course articulation agreements with the community colleges.

Specific example: ESL 5 or English 1A at Sacramento City College has been recognized as fulfilling the Written Communication requirement of the prescribed General Education program, but a campus has chosen to require the student to take the English Placement Test and to enroll in English 1 which is a lower division writing requirement at that campus.

Recommendation: A system-wide evaluation on the various requirements that individual campuses have which impedes the transfer, in particular of ESL students, from the community colleges.

3. Test Requirements.

A permanent resident student who has graduated from a California high school, must for admission and registration purposes take the SAT or ACT; EPT and ELM and the English Diagnostic Test at CSU, Sacramento.

Recommendation: A system-wide evaluation of test requirements at all of the campuses to see if one test could serve as an indicator of academic potential and also be utilized for purposes of placement.

4. Educational Opportunity Program admission slots.

The need for admissions through the Educational Opportunity Program has increased because of the increase in immigrant groups and the inability of secondary schools to adequately prepare students of color and low-income students so that they qualify for regular admissions. Also, the amount allocated for EOP grants is inadequate. Consequently, students of color and low-income students are competing against each other for admissions. Specifically, Asian Pacifics "competing" with the African American, Hispanic and Native American students. This is divisive and contrary to achieving educational equity and cultural pluralism.

Recommendation: The system advocate for the following: additional EOP admission slots, increase in EOP grants and increase in EOP staff so that the needs of economically and educationally disadvantaged students can be met.

5. Lack of Asian Pacifics in administrative positions.

There are few Asian Pacifics in administrative positions within the system, both in middle and upper management positions.

Recommendation: Asian Pacifics be encouraged and recruited to

participate in the Administrative Fellows Program. I would further recommend that the Program be revised so that the Fellow would be able to remain at her or his campus. I believe a number of Asian Pacific faculty and staff do not participate because they are unable to relocate their families. The Forgivable Loan Program needs to be expanded and, if possible, changed to a grant program.

The Asian Pacific Americans in Higher Education organization at its third annual conference will address current and emerging issues and needs, therefore, as conference Co-Chair, I cordially invite you to join us. It will be held at the Radisson Hotel in Sacramento on February 25-27, 1989.

Thank you for serving on this crucial Advisory Committee and with your efforts I'm confident that the needs and concerns of the Asian Pacific communities will be addressed.

cc: Asian Pacific Staff and Faculty Association, CSU, Sacramento

Mr. Henry Der, Executive Director
Chinese for Affirmative Action
San Francisco

I noted from your agenda that there was a very varied and distinguished panel of speakers that preceded me this afternoon and are going to follow me. So I'm not going to make a lot of different observations today. Instead, I thought that I would use my time to focus just on one major issue. That issue relates to the very very poor flow of Asian American students entering our Schools of Education within the CSU system.

In the public dialogue for the last five to ten years educators, public policy makers, legislators, and members of the minority communities have talked about this wonderful window of opportunity for ethnic and racial minority group members, including Asian-Americans, to go through that academic pipeline. To be professors in our four-year institutions and also to be teachers in our K-12 system. As our state enters a new phase, a new era where racial and ethnic minority students constitute a majority of those students who are studying in the K-12 system. And in some situations, beginning at Berkeley and in some of our other campuses within the UC system and possibly the CSU system, there is a majority of minority ethnic, racial minority students. For sure that window of opportunity has been talked about, but I remain very pessimistic that Asian-Americans will be able to fully realize all the possibilities and potential that might be made available through that window of opportunity.

Data shows that coming out of our high schools today, Asian-American students, including Filipino and Pacific Islanders, count roughly 11% of all those graduating seniors. And CSU data shows that Asian-American students are, what, roughly 50% of the student body and it's increasing. And at the UC system the number is at least 19 or 20 percent representation in their student body. Those are very optimistic signs of tremendous efforts the Asian-American students are making to achieve the highest level of educational opportunities available. And also to earn the degrees that are necessary to succeed in later life. So given this very large base of Asian American students in our K-12 system and also coming, graduating with baccalaureate degrees, it is distressing and it's a deplorable situation that as recent as 1987 we had barely 200 Asian American students, systemwide, admitted to our Schools of Education among the 19 campuses. That's 200 out of roughly 7,622 who were admitted in the year of 1987. Just as a side note, the numbers for Blacks and Hispanics were no better. For Blacks it was 180 and for Hispanics it was 503.

Clearly, the overwhelming majority of those kids entering our Schools of Education, getting teacher credentials from our K-12 system, 75% of them are white. I don't suggest for a moment that we should stop the flow of whites coming into our Schools of Education. What I would offer for serious thought is how can we and

how should we increase the numbers of Asian Americans who will be attracted, encouraged, and prompted to enter these Schools of Education. I think the reason why we want a good representation of Asians and other minorities in our public school system is we need role models. And I don't say that in a cliche manner. As a parent with children in the K-12 system, I think I try to do a very good job of either guilt tripping my kids or teaching them in a reasonable fashion about racism and race relations in our society. But my children and others are all susceptible to the many other, or to many forms of racism and racist messages in mass media, in entertainment. And it's not surprising that the students, if they dont' get the reenforcement, those other stimulai that they get through television, radio and other forms of entertainment plays a much larger role than what any one of us would like to have. And I am a firm believer that we need role models, we need more Asian teachers in our schools as we need more Black and Hispanic teachers in our schools. If our children are spending six hours a day, three quarters of the year, they need to see adults who can counteract the awful images that they see over television, radio, and film.

Consequently, I think the state needs to have a much bigger push at encouraging Asians to enter this profession. I do not accept or buy the notion that these Asian students that are coming out of our universities and colleges have no interest in the teaching profession. I do not accept the thesis that most Asian students want to be engineers, doctors, and go out and make a lot of money when they get their MBA's or their business ed degrees from fine campuses like San Francisco State. Our community, as you know, is no different than any other community. But our students, those who want to be teachers, I think need to be encouraged. They need to be told that they are welcome within our School of Education.

Some months ago I had the opportunity, myself and representatives of the Association of Chinese Teachers, to meet with Dr. Corrigan to talk about these issues. We had a very candid, open discussion and it was, I think, a good beginning for us to look at this problem. And Bob, I hope that you don't mind if I use the San Francisco State example. I just didn't have a lot of time to look at all your other 19 campuses. But I think here on this campus, I think it's probably typical or reflective of probably goes on at most of our Schools of Education within the entire CSU system. The San Francisco State University School of Education program is well known. It produces many of our teachers. Unfortunately, we have very poor representation of Asian Americans within the School of Education tenure and tenure track positions. Of the 3 major departments, elementary ed, secondary ed, and special ed, the three largest departments within the School of Ed, there is not one Asian American tenure or tenure track faculty member. Now I don't know if in the last year if there has been an improvement. I don't think so and I know that the President has had discussions with his staff about this matter. But clearly with the changing student body that includes a substantial Asian American representation among our

undergraduates and K-12, surely we need to have more aggressive, more sensitive, and more aware personnel within these schools of administration who know the community and who will encourage and literally hold hands of wonderful candidates who should know about these opportunities within the School of Ed and will see them through the programs and graduation.

We have had stories of students expressing, and this comes mainly in an anecdotal fashion, but there have been examples where the Association of Chinese Teachers has had close contacts with Asian students, Chinese students in particular, where there have been documented cases where students were discouraged, when in fact they wanted to pursue a possible career in education. And I think that that's wrong. I think it's important for the institution, for CSU, as the single major producer of teachers in our nation, we cannot ignore this vast resource. This significant population of Asian Americans in our state.

So in closing, I know that there have been many issues, many problems and topics of concern raised before your discussion today. And I hope that in your subsequent deliberations that you will take the time to look into this particular issue, because I think it's one of those issues that is connected with how we see, how we see education, how we are going to educate the citizenry of California which includes Asian Americans.

QUESTION/ANSWER SESSION

Dr. Suzuki: I should mention for those of you on the Committee and those in the audience who are not familiar with Henry's background, that he was a member of the Master Plan Review Commission that reviewed the Master Plan for Higher Education here in California, and is currently a member of the California Postsecondary Education Commission, which is one of the major policy setting bodies for the State of California.

Dr. Corrigan: I have more of a comment than anything else, Henry. And I appreciate the delicacy with which you presented the information. We saw earlier statistics that showed that something in excess of 8% of the faculty at San Francisco State were Asian. It's Henry that pointed out to me, on the basis of his research when I was early here, that if you took three departments at San Francisco State and simply took them out of the equation, that is didn't count caucasion faculty as well...

Mr. Der: If you take ethnic studies, science, and bus ed out of the mix.

Dr. Corrigan: Right. Our percentage would drop by 50%. That is the percentage of faculty who are Asians go from in excess of 8% to 4%. One of the issues that I don't think we've talked about as much as we need to in this group is the extent to which we can spread

faculty around or get them into other fields. The other things, and I'll throw this issue forward as a self-serving one, but again it points to a second problem. We did use the carrot this year and in excess of, I think it's now up to 48%, I think that's the final figure, 48% of our new faculty hires for this year were in fact ethnic minorities. 48%. In excess of 60% were women. But, they were not hires that occurred in education. So again I'm pointing out a problem that I think every administrator in the system has to deal with. In some instances the carrot is working. In other instances it may be that there is a delay of sometime, but I think we need to look at more aggressive ways in terms of encouraging departments and schools to really take their affirmative action hiring seriously. And a lot of this has been focusing on CSU or on the administration or this, that or the other thing. I submit to you that a lot of the issues that we have to deal with come right back down to some things we heard earlier today, about faculty attitudes and the degree to which faculty are willing to buy into in a very positive way the importance of diversifying our faculty. Henry's right on insofar as the statistics are concerned.

Dr. Kashiwabara: Dale Shimisaki, in his testimony this morning, referred to HCR 147 by Congressman Rohrabacher and a question was asked whether the Congressman would be inclined to make an addition to the resolution, or make some amendment to it. He didn't know what the situation was, although the organization which he is associated with is in contact with him. But they have not gotten any reply. Can you update us on that?

Mr. Der: I was trying very hard to avoid even mentioning UC, because as some of you may know we've worked long and hard on it and I wanted to pay due deference to CSU and talk about CSU only. But since the Trustee himself has asked me the question.

The latest, the knowledge or the information that we have about Congressman Rohrabacher with regards to his resolution, 147, that calls on OCR and the Department of Justice to investigate allegations of race discrimination is, he has offered to Congressman Bob Matsui language that he is not, that his resolution is not meant to undermine affirmative action programs as long as they are not in contradiction to the Bakke decision and other laws and Supreme Court decisions. I think that kind of offer is a little inadequate because it depends on how he interprets Bakke, as many people who have had strong anti-affirmative action records interpreted Supreme Court decisions. I would give your for example, by way of an example, in the Stotz-Memphis Firefighters law suit, which the Supreme Court affirmed the rights of more senior white firefighters in the time of lay off over minority firefighters. The past administration immediately used the Stotz decision to try to undo consent decrees in 51 major cities covering affirmative programs. And clearly that particular effort did not go very far, because it was the wrong reading and it was just a misinterpretation of the

Supreme Court. Now going back to Congressman Rohrabacher, I guess it really depends on how he views the interpretation of the Bakke decision.

Secondly, it is my understanding through several legislative sources, that he is now denying that he ever said that he was trying to use his resolution to dismantle affirmative action programs. I understand that he's gotten a transcript or something close to it from the Heritage Foundation. I have yet to see it, but we did have a member of Chinese Affirmative Action present in the room when he made that speech at the Heritage Foundation. So I think the debate continues. We are very nervous, to be very frank with you, that OCR at the Department of Education may announce at the end of this month, or at the beginning of next month, their intentions to possibly investigate affirmative action programs at selected colleges and universities as a result of general concerns raised about Asian quota problems. And that's something that we are not the least bit happy about. We believe that it will be devisive. That there is not a reasonable basis for the OCR to question the validity and the necessity for affirmative action programs in the area of student representation. And I hope they won't do it, but who knows what's going to happen.

Dr. Senzaki: A real brief question Henry. Yeah, it's appalling. I think especially at San Francisco State in going back to the discussion about the School of Education, but it's more than that. I think we're limiting our future right now. But, what would your recommendation be or what kinds of strategies can be employed to remedy this terrible situation? Is it a lack of leadership from administrators? Is it a lack of incentives for students to get into these programs? A lack of recruitment or adequate delivery of outreach services? A lack of articulation of community agencies and groups?

Mr. Der: I think it's all of the above, Randy. I really believe that in the last two decades there's not been a real aggressive effort to recruit any students. But it's particularly hurtful for the Asian-American community because we are growing in size and percentage and, of course, in the population. And the population is getting more diverse. They need to recruit more, they need to put out the message that we do need teachers, we need good teachers, people who are committed to certain civic values that I think all of us hold dear too. I think there is an underlying steriotype that Asians, and actually it's not only Asians, it's actually been said about Blacks and Hispanics, that any smart Black or Hispanic who comes out with a degree is not gona want to be a teacher and earn $24,000 a year. They are going to want to go to Madison Avenue and work for...or whatever you want to call it. And I think that those assumptions are totally misplaced. And that makes the assumption that there are no individuals within our respective minority communities who care about what's happening with our schools and who

care about education and who care about an educated citizenry. I think that what President Corrigan is doing on this campus is a step in the right direction to get incentives. I think the issue of forgiveness of loan is clearly a state issue that the state legislature must act on. I find it somewhat appalling that our superintendent, here locally has called on the possibility of building low cost housing for teachers who may be recruited from outside. I mean he's not really, and I know he has started a program, a very modest one, to connect, I guess, K-12 kids with San Francisco State. But, I mean he should be talking about that more than low cost housing. I mean the people are here already. And I think that that's the model, and I don't want to make it too parochial, but I think it's a model that's applicable to virtually every CSU campus that is located in a dense, minority urban area or even rural area.

Dr. Senzaki: I think we all know about Step-to-College in the CSU system and how highly tauted that program is. My question would be to the Committee and I guess to you or whoever, since they are out there in our communities where our people are and students of color, not just Asians, I'm talking about Blacks and Hispanics, and we have role models because we have professors going out in the high school and teaching them that their educators. These are things that exist already and maybe there is some way that these can be developed further.

Mr. Der: I think you need to do more articulation with your community college. I've always felt that articulation between CSU and community colleges is taken for granted. That there needs to be greater care on a number of levels.

Dr. Suzuki: Henry, I think you have identified an important, significant issue for the Committee to address. We need to get more Asians going into the teaching profession. However, I think part of the burden really does belong to the communities themselves, Asian communities. I think it's ironic that as much as we talk about the respect and reverence for teachers and educators in the Asian community that, from my own personal experience, I don't think the Asian community has given as much recognition to the teaching profession as they should. In fact, when I look at various events that are held in Asian communities to honor various people, it's business people, it's athletes, it's entertainers. But I don't think I've ever seen an event where they recognize teachers for their accomplishments and achievements. And I think we need to do more in our own communities to give more prestiege and recognition to people in the teaching profession.

Mr. Der: Bob, I would not disagree with you. I would add though that we shouldn't be too hard on ourselves to this extent. I think the Asian-American community, along with other minority communities of society as a whole have generally been swept away during the last

two decades with pursuing certain occupations. What we consider to be standards of excellence or the good life style. And unfortunately it did not include the teaching profession or caring about what goes on in K-12. I mean, we are all of us, whether we speak English or not, are all susceptible to those overt and not so subtle, and sometimes subtle, messages that come from business and industry. And I think that, yes we need to do our share as members of the Asian-American community. But I think the institutions such as CSU, which is a teaching institution, the single, I mean it's the most major institution in our country, I think it has an opportunity to exert tremendous leadership. Because, as I say, having only 200 Asian-Americans accepted out of over 6,000, I mean it's just a deplorably low number. We should be ashamed of it. And I am ashamed of it. I know on my part, at CPEC, I have made that an issue. Helen Hansen, who is a fellow Commissioner and who is Assistant Superintendent down at Long Beach, feels just as strong as I do about it. And I hope that we can raise this to a level of greater public attention, because I really think this is one area where CSU can and should excel.

Dr. Suzuki: I think we all agree with you.

Testimony before the CSU Asian American Education Advisory Committee
December 5, 1989

by Dr. Vernon Kam
Chair, Department of Accounting and Computer Information Sytems
California State University
Hayward, CA 94542

I appreciate the fact that the California State University is committed to affirmative action in the hiring of faculty and staff. As chair of my department, one that is continuously active in recruiting faculty, I know that the University is serious about affirmative action. Although my experience is with the Hayward campus, I strongly suspect that what I have to say this afternoon is also true at other campuses of the University.

My concern is that when the University speaks of affirmative action, I get the impression that it means mainly Black and Hispanic. I hasten to add, less I be misunderstood, that my concern that Asians seem to be an ignored minority does not mean that I want the University to curtail its interest in Blacks and Hispanics. I fully agree with the University's effort to hire more Black and Hispanic faculty.

There is often a distinction made between represented and under-represented minorities. As seen in the chart on students by ethnic groups at Hayward, the Asian/Filipino group is 20.2% of undergraduate students in Fall 1988, the largest among the minorities since 1981. This percentage does not include Pacific Island students. If they were included, the percentage would be even higher. Because the Asian/Filipino group is the largest, it is not considered under-represented. I believe that this is one reason why Asians are often ignored in affirmative action efforts; there is a belief that there are enough of them on campus.

In my informal count of the Asian faculty at Hayward, I have ascertained that Asians (including those from India and the Phillipines) constitute about

6% of the regular faculty, and Blacks about 4%. When one considers the number of Asian students on campus, Asian faculty is an under-represented minority. Looking at the statistics on students, it is reasonable to assume that the number of Asian/Filipino students will continue to be large. Unlike other ethnic minorities, the representative size of the Asian/Filipino group is a reality, not just a hope.

Most of the faculty at Hayward were hired in the 1960s and early 1970s, a time when the number of Asian students were small. Many of these faculty members will be retiring in the next 10 years. The University will therefore have a chance to demonstrate its interest in affirmative action. My hope is that in doing so it will not ignore the fact that Asian faculty are an under-represented minority.

I realize that departments, not the University administration, are primarily responsible for recruiting faculty. My opinion is that a great number of faculty have little concern for affirmative action. If nothing were done to push for affirmative action, there would be few minority faculty hired. This is all the more reason why the University needs to use its considerable influence to encourage departments to recruit minority faculty.

It appears to me that the University seems to pay little attention to matters concerning minorities unless political pressure is applied. Its concern for Blacks and Hispanics seems to stem from the political activity of various Black and Hispanic groups. It is only recently that a few Asian groups have made themselves heard. I hope that this Committee will urge the Chancellor and the presidents of the different campuses that Asians should not be ignored in their affirmative action efforts.

PERCENTAGE OF STUDENTS BY ETHNIC CATEGORY FALL 1979 - FALL 1988

	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988
% UNDERGRADUATE STUDENTS										
Black	15.1	14.4	12.3	11.9	11.4	10.7	10.4	9.5	9.5	10.3
Chicano/Hispanic	6.4	6.8	6.4	6.8	6.7	6.8	7.2	7.5	7.6	7.9
Asian/Filipino	10.8	12.3	13.9	15.0	16.7	18.0	19.1	20.4	19.5	20.2
American Indian	1.7	1.9	2.8	2.1	1.8	1.7	1.7	1.5	1.4	1.4
Other Minority	1.4	3.1	3.0	3.0	2.9	2.9	2.9	2.5	2.8	2.8
Caucasian	64.8	61.5	61.8	61.2	60.7	59.9	58.7	58.8	59.1	57.5
Total Undergraduate Students Reporting Ethnicity	7146	7139	8045	8422	8858	8858	9047	8859	8898	8862
% GRADUATE STUDENTS										
Black	8.8	7.8	9.2	8.0	7.0	6.8	6.8	7.6	7.4	6.6
Chicano/Hispanic	5.0	4.9	5.3	5.8	5.1	5.0	3.9	4.1	4.2	4.6
Asian/Filipino	8.9	10.1	10.2	11.4	11.9	11.2	11.8	11.5	12.0	13.0
American Indian	0.9	1.6	1.6	1.0	1.2	1.3	1.4	0.9	1.1	1.0
Other Minority	0.7	2.5	2.5	2.1	2.5	2.4	2.1	1.9	2.1	1.9
Caucasian	74.8	84.3	71.2	71.8	72.3	73.4	74.0	74.0	73.2	72.9
Total Graduate Students Reporting Ethnicity	2463	2514	2869	2802	2860	2849	2864	3081	3034	3100

Compiled by Office of Institutional Studies, California State University, Hayward.

ASIAN PACIFIC AMERICAN AND ASIAN CURRICULUM ON THE CALIFORNIA STATE UNIVERSITY HAYWARD CAMPUS

A testimony before the
CSU Asian Pacific American Education Advisory Committee
Dec. 5, 1989 San Francisco

Dr. Lindy Li Mark, Acting Chair
Dept. of Anthropology
CSU Hayward

Introduction

Ask any Caucasian what his or her "ethnic" background is and you will not hear any answer like " I'm European", or "I'm white". What you normally hear is a recitation like this: "Well, my mother is English and Irish. My father is mostly German, maybe 1/16 Cherokee....My great great grand mother was French" and so forth. Like our Eurogenic brethren, Asian Americans are also a complex bunch. There is no Asian, there are Chinese Americans, Japanese Americans, Korean Americans, Indian Americans, Filipino Americans, Samoan American, Guamian, Thai, Indonesian, Cambodian and so forth. The difference is that our geneaologies and cultures are not as yet so intertwined.

Americans of various Asian national and Pacific descent have each its own ancestral culture, its own immigration history and unique process of Americanization. We are also a significant segment of the American and California population. The state university system is obligated to educate all of its people about all of its ethnic groups and their cultural heritages, including Asians in America.

The fact that Cal State Hayward is not represented on the panel of this honorable advisory committee is indicative of the state of Asian Pacific Americans studies on our campus. My colleagues have and will address various issues, but I wish to address the issue of curriculum.

The difficulty with Asian Pacific American studies is not unique. The market mentality operating in academia often dictates that courses are offered only if there is a demand, or if it can be taught without additional cost, i.e. hiring more faculty. In these times of budget cuts in the CSU system, courses dealing with Asian Pacific Americans and Asia, their ancestral land, are most often slighted. There are two areas in the curriculum that I wish to present: 1) imbalance; 2) special needs.

The course information I have attached to this testimony is extracted from our current catalog. It shows some of the imbalances in some, but by no means all departments. For example, in Ethnic Studies, there are 17 courses dealing with aspects of Afro-American culture, psychology, family, music, art, literature etc. 10 courses

on Chicano/Latino culture, 4 courses in Spanish American literature. There is only ONE course in Asian American Studies, presumable including Pacific islanders.

In the English department, there are 3 courses in Black literature, NONE in Asian American or Asian literature.

In Economics, there is one course each on the economic history of the U.S., Europe, Soviet economy, economic thought....European of course. NONE on the economics of China, Japan, Korea, Taiwan. I cannot be sure that the Pacific islands are included in U.S. economic history courses.

In the History department, there are 22 courses on the histories of Europe, 17 courses on the history of the United States and California. There is 1 course on Asia, 2 on China, 2 on Japan (taught by temporary staff), NONE on S.E. Asia, NONE on India. Again, are the Pacific islands included in the U.S. history courses, from whose perspective?

In the Foreign Language department, there are 9 courses, three years of French, plus 14 reading and literature courses, 9 or three years of German, plus 7 courses on German literature; three years of Spanish. There are 3 courses equal to one year plus one course in Chinese, two years worth of Japanese, occasionally Tagalog. NONE in Vietnamese even though that is the area of the greatest student increase in recent years.

In music, out of over 100 courses, there is ONE graduate course on music of the Orient. None on Asian instrumental music.

In Anthropology, I am proud to say, our offerings are slim but at least fairly spread evenly over native north America, South America, India, Japan, China, and S.E. Asia. But I am embarrassed to say, there are no courses on American Culture, none currently on Pacific islands, none on Black anthropology.

It has been said sometimes there is no demand for courses on Asian Americans, Pacific islands or Asia. This is patently not true. There is never any demand for courses that are not taught, or not taught by competent, sympathetic, faculty who are specialists in their area.

It has also been said that courses on Asia per se, do not reflect the Asian American perspective. This even more absurd. Our cities are awash with immigrants from Asia as well as Mexico. The immigrants of today are the citizens of tomorrow. These are their cultural heritage. Moreover, by this logic, all courses on European history, art, and literature also do not reflect the American perspective.

Lastly, about need. Asian students, especially recent immigrant students need teachers and staff who are sympathetic, even if and especially when their home culture

discourages a demanding attitude. They need help with English. They need English professors who have some understanding in Asian languages. They need to learn to speak out, to make their feelings known, to express themselves, Perhaps speech courses for Asian Pacific students. In short, there is a great need for Teaching English as a second language program.

The most difficult courses for Asian students are the humanity courses that demands extensive reading and writing. This is not to say that they should be excused from taking them. They already avoid as many of them as they can. Reading skill courses would be most helpful, and perhaps beneficial to non Asian students as well.

But we cannot continue to take the attitude, well, we will offer the course if existing faculty is willing to teach this or that. Give them a few units of release time to retool. This is not adequate. Specialized faculty must be sought. Specialized training must be encouraged and sufficient release time must be granted.

We want higher education to work for all American students at all levels.

Let me recapitulate. On the Cal State Hayward campus, there is a relative dearth of courses dealing with Asian and Pacific Americans, and Asian countries. Non Asian Pacific American students need courses that are informative; Asian Pacific students need courses that are relevant to their identity. There is a real need for supplemental langauge and speech courses for Asians.

I thank you for your attention.

CALIFORNIA STATE UNIVERSITY, HAYWARD
COURSE OFFERINGS WITH REGIONAL OR ETHNIC CONTENT
1989-90 CATALOG

Dept.	# of courses	Content by region or ethnicity
Anthro	3	N. American Indian
	2	S. America (1 archeology)
*	1	India
*	1	China
*	1	Japan (irregularly offered)
*	1	S.E. Asia
	0	Africa
Ethnic Studies		
	17	Black studies
	10	Chicano/Latino
	4	Spanish American Literature
*	1	Asian American studies
Art	11	Europe
	2	U.S.
***	1 each	Japan, India, China, Mexico

History	22	Europe
	17	U.S. and California
*	1	Asia
**	2	China
**	2	Japan (prt time staff)
	0	S.E. Asia
	0	India
Foreign Language		
	23	French, lang. + lit.
	16	German, lang. + lit.
	12	Spanish
***	4	Chinese, alternate years
***	6	Japanese
***	3	Tagalog (if staff available)
Music	6	music history and literature
*	1	Orient (graduate only)
	too many	Western instrumental
*	0	Asian instrumental
English	too numerous	English and American
	3	Black lit.
	4	Spanish American lit.
*	0	Asian or Asian American lit.
Economics	1	U.S.
	1	Europe
	1	Soviet
*	0	Asian

QUESTION/ANSWER SESSION - (Dr. Mark)

Dr. Lou: Thank you for your testimony about the balance of the curricular offerings at Hayward. I notice one thing that is absent is that you don't include a recommendation for the integration or incorporation of Asian themes in the traditional course requirements or course offerings. For example, you mentioned that humanities courses are often the most difficult courses for Asian students, but they may be the most difficult because they are the most uninteresting courses for Asian students because humanities, by definition, doesn't incude anything Asian?

Dr. Mark: I'm very happy you brought up this question. For the past two years we had, like some of the other CSU systems, a mainstreaming of ethnic studies into the general curriculum. This is a very admirable attempt on the part of integrating ethnic topics within the general humanities and the courses. I have tremendous difficulty with this particular program. First of all, no professor, and you who are professors on your campuses, like to be told what to teach. The mainstreaming program boils down to having the ethnic faculty, myself included, take extra time...(tape change)...you are interested in to be handed to your colleagues to be integrated into their courses. I don't know whether any integration has in fact taken place. Some of our faculty said, yes, what you gave me was very interesting and we did it. Others say, well say something very hesitant and you kind of look at them and wonder did they or didn't they? Mainstreaming, if it can be done, requires an effort on everyones part. And I think the university has to recognize that it takes work to add something to your course. A subject matter that you are not familiar with. And I'm not saying that it can't be done, but I think the CSU system has to make allowances for it if they are serious about it.

Dr. John C. Wong
Professor of Health Science &
Director of Cooperative Education
Calif. State University, Hayward

December 5, 1989

I am Dr. John C. Wong from CSU, Hayward. For the past 12 years I have served as the Director of Health Science and therefore have had many occasions to work with Asian American students on health career planning and academic planning.

I became the Director of Cooperative Education on September 1. Since the program is physically located in the Career Planning and Placement Center, I now have a greater opportunity to meet with employers that come to CSUH and talk with them after their day long interviews with our graduating students. The employers fill out an "Interview Rating" card on each student they interview.

INTERVIEW RATING

Interviewee: _____

RATING SCALE: (1) Outstanding (2) Strong (3) Average (4) Below Aver. (5) Poor (6) No Rating Possible

_____ a. Interview preparation
_____ b. Clarity of career objectives
_____ c. Realistic career objectives
_____ d. Appropriate academic preparation
_____ e. Personal appearance
_____ f. Communicative ability
_____ g. Emotional maturity
_____ h. Self-confidence
_____ i. Motivation

OVERALL INTERVIEW (using above rating scale) _____

ADDITIONAL COMMENTS: _____

_____

_____

INTEREST IN CANDIDATE:

☐ Particularly high interest
☐ Interest with further consideration necessary
☐ Prefer not to make offer
☐ Need placement counseling

71-480 (Rev. 3/82)

I was surprised to find the high frequency of Asian American with an above B average GPA who were rated below average on (b) clarity of career objectives (f) communicative ability and (h) self-confidence by the prospective employers and consequently they were not offered the position.

In the next few minutes, I would like to quote a few selected findings from an excellent study conducted right here in the Bay Area nearly a decade ago. Hopefully, you will find them useful for formulating intervention strategies to help our Asian-American students.

In 1980, Asian Inc. in San Francisco, with funding by the Women's Educational Equity Act Program of the U.S. Office of Education and under the leadership of Pauline L. Fong, conducted a study which led to a report entitled "Educatin, Work and Family Aspirations of Asian American Girls and Women in the Bay Area".

The research design involved a five part effort to collect primary data from students, teacher-counselors, parents and employers. The five parts consisted of a 17 page, 72 item written questionnaire, administered to over 600 students from 7th grade through graduate school, and in person interviews of 52 students who had completed the written questionnaire, parents, and 26 teachers or counselors at the secondary and college levels and 28 employers from a variety of industries.

The final sample of 637 usable responses from students includes 246 Chinese (39%),122 Japanese(19%),Korean(16%),and 165 Pilipinos (26%) . These students are from the San Francisco Unified School District, Fremont Unified School District, S.F. City College, Ohlone College, S.F. State University and U.C. Berkeley.

The written questionnaire collected data on students' educational and work aspirations and expectations, labor market awareness, sources of influence on education and job goals, parental influence and expectations and sex role attitudes.

Sources of Influence

A major goal of the study was to obtain information on who are the sources of influence on the education and job decisions of young Asian-American women and how that influence occurs. This information is deemed necessary in order to develop intervention methods which can be effective.

Parents are clearly the most important sources of influence on young Asian-American women, both with respect to education and job decision. Parents, however, are more influential regarding education than jobs, and mothers are more influential than fathers (49% to 38%).

Parents and teachers are obviously in a position to influence their daughters and students by virtue of their close contact with them. What parents and teachers may want or intend is not necessarily what their daughters and students perceive.

Students were asked to list the aspects of thheir school life whic they thought were most important to their parents. Parents were asked the same question during the intereviews. Generally, the students have a much narrower perception of their parents than the parents intend. Or alternatively, parents do not communicate the breadth of their interest to their children.

Thus, for example, students perceive their parents overwhelmingly to regard getting good grades and getting a degree as the most importan aspects of their school life. Getting practical work experience was perceived as a third important aspect, but to a much lesser extent.

Parents who were interviewed, on the other hand, had a much broade picture of what they thought was important for their daughters during their school years. Only 36% of the parents mentioned getting good grades and only 12% mentioned the degree as most importnat. The things parents considered important included "beign able to get along with different kinds of people," "having friends," "Being active in school," "Being able to talk with confidence in class discussions," "Getting practical work experience," "Trying new experiences," and "Meeting the right people who can help you." If parents truly value students having multi-dimensional experiences during their school years, their concerns have not been communicated to their children.

Students' perceptions of what they think their teachers regard as important is slightly more congruent, but nevertheless also narrower than what teachers themselves say. Fifty two percent of the students stated that "Doing your work the way teachers want" would be the most important thing to teachers whereas none of the teachers chose this aspect. Thirty eight percent felt that good grades were important to teachers whereas only 25% of the teachers ranked this item as important. On the other hand 45% of the students correctly perceived that teachers regarded oral skills as important. "Being able to talk with confidence in class discussions" was ranked as important by 58% of the teachers, more than any other item. Thirty eight percent of the student felt that teachers would regard "Being able to write well" as important and 12% of the teachers did choose this item. However, teachers rank many other items much higher in importance, including "Being able to get along with different kinds of people," "Getting practical work experience," "Getting a degree," "Meeting the right people who can help you," "Trying new experiences," "Knowing what's going on," and "Getting good grades." Again, students are not correctly perceiving that teacher consider having multi-dimensional experiences as important and teachers have not clearly conveyed their broader interests to students.

According to the employers who were interviewed, the most important aspects of school life that are helpful to students to get them good jobs are (1) getting practical work experience; (2) having a degree; (3) being able to write well and (5) having good oral skills. These items were ranked as important by 40% to 55% of the employers. Good grades were regarded as important to only 25% of the employers.

Forty five percent of students ranked good grades as important to getting good jobs and 41% of the students felt they were good at getting high grades. To 62% of the students, getting good grades was the most important aspect of their school lives and far outranked any other item in importance. For Asian American women students, there is a misdirection of their energies into getting good grades when there are other factors much more relevant to their employment goals. A major reorientation of their concepts about how best to prepare themselves for the work world is called for. Clearly, this is also an area where parents and teachers need to communicate their broader concerns more effectively to their daughters and students and assist them to deemphasize the concern about grades.

Fifty four percent of the students correctly identified getting practical work experience as an important factor in helping to get good jobs. However, only 14% regarded themselves as having this. Thus even when perceptions are accuratge, action does not necessarily follow, as was also observed in relation to oral skills.

Thirty nine percent of the students identified "Being able to get along with different kinds of people" as important to getting a good job, a skill which ranked high in importance to employers. In this case, 48% of the students felt they had this skill.

Only 14% of the students identified writing skills as being important to getting a good job, compared to 40% of the employers who ranked this skill as important. And only 15% of the students felt they had these skills. Slightly more (20%) of the students identified oral skills as being important to getting a good job, compared to 40% of the employers who ranked this skill as important and only 11% felt they had oral skills.

In summary, students do not have very accurate perceptions of what is importnat to their parents, teachers or employers. Students appear to be too narrowly focused on getting good grades, based upon their own conern that grades are important, and based upon their erroneous assumption that others place a great deal of importance on grades. Especially in regard to their self stated goals that the primary purpose of their education is to prepare them for jobs, the concentration on grades has led them to place insufficient importance on other factors necessary to getting jobs. Even when students accurately perceive the importance of some factors, they do not necessarily act on their perception and acquire the skills or experience that

are important. Teachers and parents especially can help students improve their employment opportunities by exerting stronger influence and communicating more clearly the broader experiences that are important and useful.

POINTS TO PONDER AND CONSIDER

(1) How relevant is this study in today's environment?

(2) What are the limitations of the findings? How far can we generalize?

(3) Does the students' perception affect their behavior?

(4) How can we correct the perception problem?

(5) How can we use, to our advantage, the influence parents and teacher-counselors have on the students?

Source: Summary Report of the Asian American Women's Education and Job Choice Project prepared by Pauline L. Fong in 1981

Ms. Cheryl Kagawa, Administrative Assistant

Japanese American
Citizens League
NATIONAL HEADQUARTERS: 1765 Sutter Street • San Francisco, California 94115 • (415) 921-5225
REGIONAL OFFICES: Washington, D.C. • Chicago • San Francisco • Los Angeles • Seattle • Fresno

The Japanese American Citizens League is the oldest human and civil rights organization in the United States representing Americans of Japanese ancestry. On October 14, 1989 JACL sponsored the JACL National Youth Committee Conference at JACL National Headquarters in San Francisco, California.

The purpose of this conference was to provide a forum for JACL National Youth Representatives and Asian student representatives to meet and discuss current issues of concern to Japanese American and Asian American students and youths.

Attending the conference were JACL National Youth Representatives from the Midwest, Pacific Northwest, Pacific Southwest and Northern California and student representatives from various Japanese American and Asian student groups from UC Berkeley, UC Davis, San Francisco State University and San Jose State University. Also attending the conference were representatives from the Asian Pacific Students Union. Group discussions were lead by Steve Nakajo, Executive Director of Kimochi, Inc. and Randy Senzaki, EOP Counselor at SF State University.

Students brought up the following areas of concern during the discussion sessions:
-Failure of most campus administrations to recognize the diversity of their Asian student population.
-Failure of campus administrations to address the needs of their growing Asian student population.

Students expressed their concern that campus administrations often times did not acknowledge the diversity of their Asian student population and did little to help to support the different needs of various Asian student groups. The failure to acknowledge the existence of difference between Asian student groups has lead to the development of what has been described as a "subtle tension" within and between Asian student groups on campus, especially on those campuses with large Asian student populations. Several students expressed their concern that other students and campus administration did not recognize or acknowledge the difference between Asian American students and Asian students. Asian American students because of their race continue to be seen as foreigners. Third and fourth generation Asian American students still receive comments on how well they speak English.

Students and youth representatives shared and expressed their concern about verbal racist remarks which they had personally been subjected to on campus. Remarks such as "Look, they're everywhere" indicate a lack of understanding of the differences between the various Asian student groups and reflect a growing Anti-Asian sentiment on campus.

Asian student organizations provide Asian and Asian American students the opportunity to establish some form of cultural identity on campus. There was some concern expressed by Asian American students (especially Japanese American students) about the risk of further alienating themselves from the general student population on campus by establishing such an identity. However, the students agreed that their involvement in such student groups provided them with the opportunity to address student needs often times overlooked by the campus administration.

Asian student groups shared their frustration with the general lack of support for their efforts to address these student needs. "Sometimes we are accused of being racist just for helping "our own"" stated one student representative from SF State University. Despite these difficulties, Asian student organizations have attempted to organize such events such as Asian Freshman Orientation Week and Asian Heritage Week on various campuses.

Most Asian student groups do not receive any funding from their campuses.This has created some tension on campus between Asian student groups as they compete for support, funding and even access to space for meetings and group events. Representatives from various student organizations expressed their desire to work on opening up some form of dialogue between Asian student groups to ease some of the racial tension that this competition for funding has created.

Student representatives also expressed their concern over the lack of Asian American history and cultural classes which were being offered on campus. At SJSU where Asian students make up a significant proportion of the student body, the limited amount of Asian American classes which are offered each semester are at full capacity.

Students from all campuses expressed their concern over the lack of courses offered which reflect current Asian American culture and deal with contemporary issues of concern to the Asian and Asian American community. Students, espcially third and fourth generation Japanese American students felt that such courses would help to improve relations between Asian student groups on campus and would provide them with a better understanding of their Japanese American and Asian communities off campus. All of the attending Asian student representatives expressed their interest in the development campus and community outreach programs which would link their schools into their surrounding Asian American communities.

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CSU ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE HEARING
SAN FRANCISCO STATE UNIVERSITY, DECEMBER 5, 1989
TESTIMONY OF JIM OKUTSU, ASSOC. DEAN, SCHOOL OF ETHNIC STUDIES, SFSU

ON EXPLORING THE MISEDUCATION OF ASIAN AMERICAN STUDENTS

ASIAN AMERICAN STUDENTS HAVE BEEN VICTIMIZED BY THE INHERENT INSTITUTIONAL RACISM OF THE AMERICAN EDUCATIONAL SYSTEM.

The American educational system reflects the institutional racism that is prevalent in American society. It preserves and maintains a system developed by whites to benefit whites. As a result, there is a manifest destiny type of approach to educating people of color by utilizing a methodology of accomodation to the existing educational structure. Within this contextual framework, diversity, the recognition of differences, is a dirty word. There is no acceptance of nor appreciation for other cultures or cultural styles. Educational success for students of color is based on how well they are able to adapt to a learning environment of miseducation.

Unfortunately, the educational success of some Asian American students has resulted in a general group label as a "model minority," an ethnic group that the dominant society can use as evidence that the American educational experience can work for people of color. The implication of such a label is that if Asian Americans can attain educational skills despite a history of discrimination then why cannot other ethnic groups. It is an example of the use of power by the majority to control people of color by creating an ethnic educational pecking order.

It is an example of educational manipulation as the focus is on the sensationalized success of some Asian Americans while there is a deliberate ignoring of the academic problems and of the non-success of many other Asians. It further fails to acknowledge the diversity which exists among Asian American students treating them as one unified category.

The detrimental result of the model minority image is the pedagogical presumption that Asian American students are all good students who have no educational problems. Higher educational institutions use this misperception to ignore the problems of Asian American students. As a result, Asian American students are generally perceived as being invisible on college campuses.

It is only when the population of Asians enrolled in certain collegiate institutions and majors has increased to such an extent that this invisibility can no longer be ignored.

Unfortunately, under these circumstances, the overrepresentation of Asian Americans has led to a renewal of negative stereotypes. An image of Asian Americans as sneaky, sly robots or nerds has resurfaced where large numbers of Asian Americans compete directly with white students.

CURRICULAR MISEDUCATION

Curricular racism exists in our institutions of higher education as pedagogy is presented with a decidedly Eurocentric bias which ignores the rest of the world. While the white experience is continually validated throughout the college curriculum, Asian American students grow up in a society which does not recognize their historical presence and which considers Asian values as exotic and inferior. It is not surprising that given the circumstances the educational system reinforces in Asian American students the continuation of a poor self-image. Moreover, educational racism has encouraged so many Asian Americans to figuratively go into the closet when it comes to their ethnic identity. It has lead to an unhealthy attitude of self-hatred and self-denial. As an unfortunate result, for so many Asian Americans, being of Asian ancestry is a curse.

Asian American Studies programs have been established at a few institutions to offer an educational alternative for Asian American students. The classes provide students with information heretofore lacking in their education. The classes offer information on the Asian American experience, on their history, culture and community and provide relevance to the educational experience. The presence of Asian American Studies on campuses has had a profound effect on counteracting the alienation, isolation and miseducation of the racist institution. The Asian American Studies faculty act as role models who are aware and sensitive to the Asian students learning styles and who can provide culturally sensitive support. As a result, students feel more comfortable and interact more in their Asian American Studies classes. Unfortunately, in the CSU system only a few institutions provide these curricular offerings. SFSU has the largest program in the system, currently offering 44 classes a semester to 2000 students. SFSU is proof that if the institution will offer Asian American Studies courses which fulfill graduation requirements, Asian American students will take advantage of this unique academic opportunity to better understand themselves.

EDUCATIONAL NEEDS OF ASIAN AMERICAN STUDENTS

Much has been made of the fact that there has been an increase in the number of Asian immigrants in the CSU system in need of English remediation. A backlash has resulted in which there is a cry that the university's standards are being lowered, that the CSU should not be in the business of providing remedial education. There is an expressed sentiment that these students have no place in the system and should, instead, attend a

QJESTION/ANSWER SESSIN - (Mr. Okutsu)

Dr. Corrigan: Some of your earlier remarks were very reminiscent of some of the work that Kenneth Clark did on Black Americans, preparatory to Brown vs. the Board of Education. Is there a body of literature or is there a reading list that the Committee might have referring to the concerns about self and about self-doubt and about the kinds of things you talk about in terms of the psychological profile?

Mr. Okutsu: Yeah, there is a body of knowledge.

Dr. Corrigan: Or is this, I mean is this anecdotal or are you basing this on observations of students on the campus?

Mr. Okutsu: This is an observation of students, but also there have been some studies on Asian students.

Dr. Suzuki: We'd hoped that Derald Su could provide a lot of that information.

Mr. Okutsu: Right. The Su brothers have done research on this.

Dr. Lou: Just for the record today, could you give us some examples then of that negative self-image and how the course offerings or the programming offerings in Asian-American Studies have helped remedy some of these?

Mr. Okutsu: Well just off the top of my head I can think that a lot of our students are coming from the suburbs where they've never grown up with other Asians. They come into the institution and they think that they are white and, for example, I can just think of when I used to teach Japanese-American personality, that the students will all say that there is no difference between them and whites and that there is no residue of any kind of specific personality.

Dr. Lou: Wait, before you go on can I ask a question then. What's wrong with that? Thinking that there is no difference, why is that an example of a negative self-image?

Mr. Okutsu: Because it's part of the miseducatin that they've been led to believe that the white standards are the best standards and that there is no need to have any kind of sense of self as an Asian-American. And so, when the students finish the class they find out that there is a lot of values that have been passed onto them that they had no idea was in them. And it's something that has never really been pointed out in the educational system before. And so, as a result I've had a number of students from the suburbs who then go on to take Asian-American minors because they have the opportunity, for the first time, to learn about themselves which they've never had before. They find out that there is nothing wrong about being an Asian American in this society.

Dr. Joe Julian, Dean
School of Behavioral and Social Sciences
San Francisco State University

I want to comment on something which I think is a very important concern of mine and a concern of many of you. It has to do with the idea of cultural ethnic diversity. This is a very popular term and people talk about it, but they tend to think of it in terms of major, large major ethnic groups. Black, Yellow, Brown. I really don't believe, I don't feel that there is an appreciation of the very rich diversity among Asian Pacific Americans or, as Ron Takaki calls it, "Strangers from Other Shores".

Let me just say something very obvious to many of you on the panel, because it's great to see this Asian Pacific diversity here. Although I'm sure there are some groups not represented on this panel. But there are obviously Chinese, Japanese, Filipinos, Koreans, Tais, Cambodians, Asian Indian. There are any number of different varieties of Asian Pacific Americans. And I don't think that this is appreciated. This tremendous rich diversity among us. And one way in which this manifests itself, I think, is in the lack of representation of Asian Pacific Americans in higher education.

One obvious thing, there are 20 campuses in the CSU. There is not one single Asian Pacific American president of these 20 campuses. To my knowledge, Bob Suzuki is the only Asian Pacific American vice president of those 20 campuses.

On this campus alone, 25% of the students are Asian. Another 5% are Filipino. To my knowledge there are, well for example in my school, there was in the largest department in my school, when I came, there were 40 to 50 faculty. There wasn't a single person of color on that faculty. Now we have one Asian Pacific American and one Black. But I think that another aspect of this is, and maybe I'm being overly sensitive, I don't think there is an appreciation for the necessity for a critical mass. I hear, although in the School of Behavioral and Social Sciences 22 of the last 25 faculty hires that we've made are affirmative action hires, I'm getting the sense, and maybe I'm being overly sensitive, that people are saying, well okay now we can start looking for other faculty. To me this is not a critical mass. We are still, unfortunately, below the university average in terms of various groups. We don't in our school have a single American Indian for example.

And so, I just think that people ought to be aware of the fact that we are a very diverse group of people and that we're all lumped together. And just because we have an Asian here and an Asian there, doesn't mean that that reflects the diversity of our constituency, of the state, certainly of the Bay area, and of the world.

As I say, these are not prepared remarks. These are just some things which I thought might not be mentioned here and I thought it would be worth mentioning.

Dr. Khare: With due respect to you sir, who would make the change? You are the Dean, you have so much power and influence. Who would make the change? Would the faculty automatically?

Dr. Julian: Well you're, I'm assuming that you're an academic, so you know the process. You know the tradition and you know what's invovled. I know the person personally, and I think he's a good person, but I was very surprised to find out that the President, the recent person appointed as President of Cal State University, Dominguez Hills, was a white anglo. And that school is I think at least 60% minority, in a minority area. I realize, I know it's difficult to search, and that's why I mentioned to you that we have been fortunate here at SFSU in the School of Behavioral and Social Sciences to make excellent hires. But it's not easy to do that. It's not done without some cost, which requires a great deal of energy, a great deal of effort, a major commitment to affirmative action. And so when you say, well how is it done? We all have to do it, to be invovled in it. We all have to make a commitment to it. But I think it can be done.

I think that we're also referred to as a model minority, the hidden minority, the forgotten minority. We're out there but I don't think, and I direct this at us, I don't think we do enough to support one another. I don't think we do enough networking. I don't think we do enough promoting of ourselves to one another. I think we still, I don't mean to make a sweeping generalization, but there's a kind of strong individualistic value that we have to make it on our own. But there is a lot of this networking and support groups going on. This is true of the academic marketplace. It's always been true. I got my job through personal contacts.

So I think we all have a vested interest and I think we could all do more. I could do more and I try to do more in terms of faculty recruitment. And I've chaired various committees and pushed to have women and minorities in the pool. And I've observed where it's not always been easy to do that. And it may sound self-serving or it may sound egotistical, but I believe in some cases if I hadn't been on that committee that there might not have been a minority person or a woman finalist.

Dr. Santos: What specific barriers have you encountered in trying to implement affirmative action?

Dr. Julian: Well, in terms of faculty hiring or in terms of.

Dr. Santos: Faculty hiring.

Dr. Julian: Well, you know I think that the big thing now is reverse discrimination. I mean that's the idea. The idea that we're really discriminating against white anglo males. That to me is a major source of resistance. And implied in that is that we're lowering the standards. And in my experience that's categorically

unfounded. I mean the people that we have are first rate people. People that we have to compete against, we competed against the University of Wisconsin for someone and she decided to come here because of the kind of diversity and the kind of atmosphere that we have here. But you have to be aggressive. There were cases where, if we hadn't persisted, if we hadn't asked for searches to be extended, we hadn't asked for additional people to be brought in that we wouldn't have this record.

Dr. Suzuki: I'd like to say, Joe, that I have a great deal of sympathy for any Dean of a School of Social and Behavioral Sciences. I think they tend to be among the more contentious faculty. One of the observations that I'm making about higher education, however, is that the faculty in the social and behavioral sciences, and this may be a gross over generalization based on limited observations, but it seems to me that they may be among the most resistant to affirmative action efforts, despite this image that we have of faculty in the social and behavioral sciences as being the most liberal, progressive, and so forth. But when you look around at affirmative action efforts and educational equity efforts, particularly in the CSU, you find those faculty that are often viewed as most conservative, like engineering and the sciences, doing far more than in the social and behavioral sciences. We get a lot of lip service from the social and behavioral scientists, but when it comes to actual records of accomplishment it seems to be wanting. I don't know whether this is a fair generalization. How do you feel about that?

Dr. Julian: You sure have me between a rock and a hard spot here. It's interesting you would refer to us as contentious, because at times I do feel that way. That we are a contentious lot. I say we, because I am a sociologist by training. I've been on three of the CSU campuses. I've been on other campuses throughout the United States. Like you, I've taught in the mid-West, taught in the Northwest, and so on. I must confess that my colleagues in the social sciences disappoint me on affirmative action. That at first I was surprised, like you're implying, that you would think people coming from a liberal, ideological stance would be so resistant. And I have some theories about this, but the fact, the advantage that we have in the Social and Behavioral Sciences is that we do have people in the pool. The question is recruiting them. I don't think here, we've made a major effort to do that before. Now we are.

But there has been some resistance and, I think, part of it is the sort of ideological thing, where this is reverse discrimination. People ask me, well why should we even put down, why shouldn't we just say no white males apply? Because in effect isn't that what we're doing? Isn't that what you want to do? And they point the finger at me. The fact that there were three white males that were hired of this 25, indicates that that's not true. That is, given strong programmatic considerations, given the qualifications of the person, and other criteria that we use for awarding tenure track

positions, we've hired white males. But we have found that in 22 other cases there was a minority or woman that was better than the white males that weren't hired.

But it takes, it really takes a strong commitment. Not just lip service. You have to be serious. They'll come to you and say, gee this is happening, we've looked very hard and we just can't find anybody. So I said, let's extend the search another year. And in one department, a month later, they came back with five people of color. Initially, the highest ranking person of color they had was 13th. And these were very good candidates. Four of the five I would have taken. I'd have approved them.

I know what you're saying. And it is kind of ironic that social scientists, behavioral scientists aren't on the cutting edge and aren't really leading. And I think that's what you're saying. I'd have to agree with that. We ought to be out there and the President, when he came he came to our school and he quite frankly said he was disappointed at the composition of our faculty. And he was justified in that.

Dr. Suzuki: Does San Francisco have a program similar to the Targets of Opportunity Program in UC, or what we call on our campus the Faculty Diversity Program, where you set aside an unspecified number of positions and if you find a well qualified minority candidate you can hire that person on the spot?

Dr. Julian: We have people that are part of that program in this audience.

Dr. Suzuki: We found that to be the only really effective vehicle for affirmative action. In fact, our established affirmative action program was more of a hinderance to hiring affirmative action candidates than a vehicle for doing that. And so we really relied heavily on the Faculty Diversity Program, which in turn is now impacting the regular program in some positive ways.

Dr. Julian: No question about it. And it was started when Bob Corrigan came. A year and a half ago is when we started that. But in light of the recent unfortunate, in my view, Supreme Court rulings we've had to, I don't know if you've adjusted or modified your program, but we've had to be careful about what we were doing. We were trying to be creative here, at least in our school, and we think that we've done some good things with it, but we've had to be more careful about it...(tape change)...

Dr. Moses: Another thing that helps to alienate or to polarize tenure track, full-time faculty who are white males has to do with the kind of perks that are coming along for new faculty. That after faculty come on board we're doing certain kinds of things to make their lives, to make the campus more palatable to them. And other kinds of safeguards, hopefully, you have that once you get those

faculty and they're in the department that they don't leave. I mean the whole retention side of it and the potential for the bimodality of the faculty, where you have two entirely different faculty with two sets of instructions.

Dr. Julian: You touch on two very important and sort of sensitive issues. How do you attract them because we do have to compete? And I think one thing that we have at San Francisco State which is a major advantage is the attractiveness of the city and the university. The other side of that is the fact that it's very expensive to live here. So that's the downside of that. But we do things, and I don't know how public this is and to what extent, we do offer support so that they can establish their teaching and their research records. We try to provide them with computers, facilities, with assigned time, reduced teaching loads, we try to help them in other ways. And I think you're implying that there may be a certain resentment on the part of the existing faculty to what they call special, preferential treatment. But I think that they understand, most of them, the market. I think they understand that you sort of do this in hard to hire disciplines. And so that's the kind of argument that I use. That people of color are like engineers or accountants. That's my own particular view. And then once their here we have programs in the school, the department, the university to support them so that they can jump the hurdles. Be retained, get tenure, get promotions and so forth. There is a clear understanding that there are places in the CSU that effective teaching is the threshold. And at our place we are pushing scholarship and research and they understand that and so we support them. We also kind of have a mentorship program. That is, faculty will take the junior new people under their wing and mentor them through. And I try as best I can to keep track of them. I started this year, not a policy, but I've asked to be invited to visit their classes. And I try to meet with them personally and talk with them about how they are progressing and how the school can support them and nurture them. But we try to provide a nurturing, supportive environment.

Ms. Phuong (Lisa) Le
Senior Representative, Associated Students Legislature
San Francisco State University

I'm just here to tell you some of the experience that I have as an Asian student here at San Francisco State. I am majoring in business accounting and I have been here for awhile, five years. And I finish next semester. I've been listening all along to what people are saying, but I don't know what might be helpful to you.

These are some of the things that I have at San Francisco State. I was a transfer student from, I went to Berkeley for two quarters and then transferred to San Francisco State and also changed my major to business accounting. So then, I've learned that the requirements for San Francisco State is intense. You have GE requirements, you have business requirements, you have core requirements and concentration requirements. So that, in my particular work, I want to talk with somebody to figure out what kind of classes I am going to take, and how I am going to do those things, and what's going on. But in the first department the professor, business professor said to us that, well I'm not here to baby you. As long as you come here to me prepared, have all your courses outlined, then I will tell you whether or not it's okay. And my thing was, it's true I really did not have anything but at least he could give me some idea.

So that comment was my first impression of San Francisco State. And, you know, to help students through some of the classes would help. I think in classes, all the business classes I take, some of them are good. And, you still have some professors where they make comments like, this is a class where -- I don't know if you know but the majority of people, students that come to business class are primarily Asian. Over 80% are Asian. And we have a couple white, couple Black, and one or two Latino or Chicano -- And the first comment the professor would make would be like, I am here to, if you can't write or participate vocally in my class then maybe you shouldn't be in class at all. I know that some business schools are very lenient regarding ability of someone to write and other business schools are not having the requirement to directly participate. But I'm very strict on that and if you don't do that I advise you to get another class. And then you have the professor who saying that will...of subtracting grade or points from the project you write. They corrected every grammar mistake you make, like one point, and then you have other points. This is the kind of professor.

So, this is just kind of like some of the atmosphere going on, mainly in the Business School. I think the hardest one, I mean I don't have problems I don't think. I mean different problems. If they would make you feel more, you know, helping more Asians in talking and syntax and things like that. But I think the hardest one I had was, or that have some impact on me directly was the business writing class. I took all of the English requirement classes and then supposed to take some courses in the business

writing class itself. So I took this one. And this is, well one page of like 5 page term paper we had to do and so I did it. I felt I did okay. I asked my friend to check it out for grammar mistakes and things like that -- I don't know why I'm so emotional -- So what he did was he told me, he trashed my paper and then I went to talk to him and simply ask him why. Okay, I could understand if the paper is totally, if it is not a good paper and things like that. I just wanted to know why. And what he told me was that he's not going to go over point by point as to why these were wrong. But, more like I shouldn't be in college at all. I shouldn't be in his class. If this is my level of writing then maybe, you know, you're not supposed to be a business major and things like that.

So my last thing is, well how can I, what can I do to make it right? What do I need to do? I mean what is wrong with these sentences and things like that. And his whole thing was it's wrong. I don't have time to tell you how you were wrong, you should just go talk to your English teacher. And just tell me things like that. I told him, you know, I took English classes at San Francisco State. I have the grades to prove to you. I have plus A in all the English classes. So I am only saying, I mean I withdrew from that class. So I wasted a lot of time and I was talking to other people about it. And it's true that making someone stupid, or ignoring somebody, or belittling somebody...it's so...to me. I like to learn. I want to learn to speak English. I would like to use correct grammar.

And on top of this, at San Francisco State in the business classes there is no tutoring. If there were a room where you go and check the answers and say okay here is your answer in the book and that's it. So then where do I go to get this help?

And I think what helped me through, I mean at this point to understand, I could understand why the drop out rate is so high. If you could see what these students go through and then they don't have writing support or taking, working with people, then there is no reason for them. Cause I feel the reason why I stay in school and graduate is, one is a personal reason, but the other thing too is I joined the Asian Student Union. And I also took Ethnic Studies class here at San Francisco State. And mostly I feel that I appreciate them both. Joining the Student Union, it helped me to realize that what I thought was, that it's not just me. I feel like I'm a bad person. In fact in some of the other classes that's the way people view Asians. And that, if the public understands how much Asians are coming here to the United States, if they could understand what our heritage is like and the needs of the recent immigrants. So a lot of views as we're different, from something like Chinese, Japanese history and things like that. But understand more that in both countries different. You know, what I go through now and what the Chinese go through in the 1800's.

So I think that is what is happening and I think helping to understand what is my role in society. And that's the reason I ran

for student government. Because like Professor Joe Julian was saying, Asians comprise 25%. You look at the student government, no Asian president, no Asians on the board except for Yumi. I don't think that's right. So that is why I came and wanted to share some of the things that I have.

QUESTION/ANSWER SESSION

Dr. Senzaki: From what I'm hearing you saying, the reasons you've been able to persist against all of this sense of being not wanted and alienation, even to the point where it sounds to me like it's a pretty overt kind of discrimination going on here. The reason you're here is because you have been able to get involved in organizations like ASU. And I heard you say the ethnic studies classes. So that gives you a sense of self-esteem and belonging to the institution. Do you think that there is responsibility that should be within the Business Department and the two different schools to provide some sort of internal support services for students such as you? You mentioned tutoring. Are there any other things that you think would help students feel more welcome and more a part of the university in that situation? Mentoring, do you have, are there professors you can identify with, professors in the School that are helpful and friendly who you would be able to approach on your own, or would you feel like that's something we could do is create more opportunities to find professors that are sensitive to the needs of students and understand culturally where all of our students are coming from? Have you found that there?

Ms. Le: What's interesting is that I found it in other departments. This was the accounting department. I have one professor who I like actually and he's not in accounting, he's in marketing or management department. And, I don't know about accounting. Professors in accounting are very, well I think, uptight. And that's mainly like you said, less sensitive to needs.

Dr. Senzaki: Which is more important to you, if you were to speak for other students? I don't know if you really can. Would it be more important to find a professor that has the same academic interests in the major or the discipline, the career that you're interested in? Or is it somebody who is a faculty person that you could go to talk to about any of the problems you're having as a student, as oppposed to somebody in your major for technical information on courses?

Ms. Le: I guess it's the whole concept. All I really want is somebody who I can talk to, who can understand the experiences that Asians go through. But it's hard to talk to a white professor, or other professors. It's just that the experience they go through they can't relate to or understand. And like, I talk a lot to, there is an Asian professor, he's a Vietnamese professor. I talk a lot to him. He knows what happens with Asians and it helps me to talk.

Dr. Senzaki: I think it's important for us to hear that. As we talk about mentoring in the system so often we're talking about discipline-based mentoring. Or some people feel it's more important that you talk to somebody that has the information on your field of study. Whereas, I'm hearing you saying, and the other people, that it's more important that the relationship of trust and somebody you can go to for help overall is more important than a person having the same academic interest as you have?

Ms. Le: It's a hard one. The hard thing about that one is that then the need to have, regarding the knowledge of that field, you would not have that.

Dr. Suzuki: Do you have a minority business program in the School? Or do you have an Asian business student association or anything like that?

Ms. Le: Asian business association, yes.

Dr. Suzuki: I guess I'm concerned about this issue because we are trying to get faculty more involved in educational equity and I think one of the ways in which you get faculty involved is to develop programs in each of the schools. If there were a minority business program in the School of Business here, perhaps the faculty, more of the faculty would be more sensitive to the kinds of issues you're raising with us. Because then it becomes more recognized by the faculty that this is an important priority of the university. I think that's an interesting issue that we can pursue further, but your testimony has been very helpful Lisa.

Dr. Corrigan: Can I make one comment, because we sometimes hear about passive attitudes. I think you should know that Lisa and other Asian students on the campus active in student government have also taken on a very assertive role with regard to the campus finally doing something about a learning center. And it's, I think the leadership that's been shown there, the aggressiveness that has been shown there has been very very good for the campus.

Dr. Suzuki: Yes, I think the problem you mentioned about not having anywhere to go to help you improve your writing is certainly an issue of concern generally that has been identified by the Committee, not only on this campus, but campuses throughout the CSU. You're clearly not alone.

Ms. Margaret Wong, Student
Asian Student Union Co-Chair.
San Francisco State University

I'm distributing a, well we call it "Bust A Move." That's the only name the students could come up with. Basically, it's a proposal on the tutorial learning center that Lisa mentioned, or President Corrigan mentioned.

I'd like to start my presentation by saying that Lisa's experience on campus is not the only experience. Being the Co-Chair of the Asian Student Union, I also have a lot of contact with other Asian student organizations. I feel that I've had a lot of feedback from friends, students, other officers, the average student on campus, anyone of those whether they're American born or immigrants. And lot of the experience is both inside of the classroom and outside of the classroom. Especially for business students. Considering that the majority of Asian students on campus are business majors, I feel it's ridiculous for that kind of atmosphere to even exist. I know one student actually had a professor lecture on Japan and say that Japanese eat out of one rice bowl. Like the whole family, you know, things like they buy these expensive cars, they keep it at home, all these steriotypes. That really hits to the fact that these students can't speak back, because if they do their grades are downgraded. I just feel that shouldn't happen in the class. The students feel degraded about their nationality, about their race, about their culture. Especially if your Japanese-American and you're proud of being Japanese, and yet a professor who is supposed to be a mentor, like people are saying, to actually say that to you and for you not to be able to respond and afraid that you'll be downgraded.

I know even Asian professors on campus have experiences where, there was one incident where a white student tacked up this racist note on this Asian professors door saying, why don't you go back where you came from. Apparently the student had a bad grade on a paper or something from this professor and this note was tacked on his door. Hey, you racist Chink, whatever, you know things like that.

Personally, just recently like last week, I was sitting at the library outside and this white student passed us by and I was saying happy Thanksgiving to friends. And her reaction to me was, excuse me, do you know what Thanksgiving is all about? And I said, excuse me? And she goes, do you know what Thanksgiving is all about? So I said to her, why do you want to know? So she said she was curious, whatever. But the whole underlying tone is that, well most Asians who come to this country don't know what Thanksgiving is about. You people don't know what Thanksgiving is about. I said well that's true, but then a lot of European immigrants don't know what Thanksgiving is about either. And I feel like that whole image and steriortype of all Asian Americans being immigrants, foreigners, they're not citizens, they don't belong here is very prevelent. And just because you don't hear it everyday doesn't mean that it doesn't

exist and that Asian students on campus don't face racism. It's very subtle racism, but it hits you.

Also, recently I had this friend who went into the cafeteria to buy lunch, or whatever. She goes to the cafeteria and the cashier says, well why can't you guys make change or, hurry up, get out of line, there are too many of you. You know, these very blatant racist comments like go home where you came from, you don't belong here, things like that. The usual things that I hear. And I feel like my friend who is usually very tame, very calm, very light, she doesn't want to get into trouble or anything, she just went off. She started cussing at this lady, because it's very degrading to just have lunch and have that said to you.

So, there are a lot of myths on campus that Asians don't have problems and that there is no racism against Asians on campus. I think that the problem is that none of this is reported. Students feel like they can't speak up. They feel like, I guess it's almost that Asian-Americans, whether immigrants or not, it is difficult to speak up and think that you'll be downgraded. The most important thing about these students is that they work really hard. They work twice as hard as the average student because it is difficult for them to understand lecturers who talk like a hundred miles per minute and then for them to go home, spend like another three or four hours going through the lecture notes, trying to understand what was said in class. And then taking the exam, studying hard, and it's very difficult.

And on top of that there is no tutorial learning center on campus. There is nowhere where they can go and get help. And I know that different departments have small, tutorial learning centers or places where you can get help, but for the majority of undergraduate students if you can't coordinate your schedule with the professors schedule you're on your own. Basically it's a sink or swim situation because a lot of students on campus work. 80% of the students on campus work full-time or part-time. So on a working class campus, where there is nowhere to go, you can't schedule your schedule with the professors, you're gona fail if you don't have friends. And it's very hard on students in general. And for Asian students it's very difficult, it's even more difficult. And I think that one of the reasons why I'm really committed to the Asian Student Union, I've been a member for like two, three years, and you know co-chair for two years. I feel one of the main reasons why I do it, I spend my free time doing it, is because I feel like the Asian Student Organization on campus provides a service that the university doesn't, which basically it supports Asian students. And I feel like it's very important and it's a key factor in keeping students on campus and actually graduating. From my experience and from people I know, from people that I've talked to, everyone of them has said, if it wasn't for you guys I wouldn't be here. A lot of students drop out, they transfer, they go to city college, whatever it is. But not only ASU, but the Chinese Student Overseas,

the Hong Kong Student Association, the Vietnamese Student Association, the Asian Business Association, all these clubs on campus serve a purpose that is very crucial. And I think when Asian student organizations come under attack it's attacking Asian students. Because basically what those organizations provide is a support network. They help each other in homework, they take classes together, they help with other students. It provides a cultural aspect for students where they can be proud of who they are. They can show their culture and be proud of it, learn about their heritage, have functions togther, have dances -- the famous Asian dances. But I think those organizations are very important.

And I guess the second part of my presentation is, in the face of all this atmosphere and trying to struggle to get through a class and so forth, I feel like there isn't a tutorial learning center and one of the main things that Asian students have problems with is English. Everybody knows that. I think for the regular student what we found out, trying to investigate having a tutorial learning center on campus, is that for the regular students who comes in as Freshmen, 70% fail the EPT, the English Proficiency Test. And so, all these students have to take English 50 and English 115, which don't go to any requirements. You just have to take it before you can even take English 114, which is a requirement, English 214, which is a requirement. And after you complete those two classes, then you can take the JEPT. And we approached the English Department and they wouldn't give us any statistic or number of the failure rate or the passing rate or whatever. But a lot of students do fail the exam. And so then they have to take 414, which is another requirement in order to graduate. So overall, it takes a regular student two years to finish the English requirement.

And for an ESL student it's even more difficult. They have to take the EPT, the ESLPT, and after passing or failing those two they have to go for advising for approval of taking any English classes whatsoever. And, after that they have to take five levels of ESL courses before they even start taking the equivalent of 114 and 214. And then they don't have to take the JEPT, but they do have to take a substitute for 414. So all along it takes them four years of English classes. Four years of English classes after going through high school after all that. And I feel like, especially for ESL students, the majority who are Asian to go through that is ridiculous because four years of English, including all the GE requirements, including all the prerequisites for their major courses, including all their core classes it takes them forever to get out of school. And I've known students here who stayed here for like seven years, eight years and they're still not out. And they are not bad students, they study really hard. There is no help. There is no help other than your classmates, the people in your organization, your clubs or whatever.

And I feel like there needs to be some sort of support network set up, whether it is a tutorial learning center or, I don't know, some

network set up because I feel like Asian students on this campus are ignored because of the myth that, you know, they don't have problems. I know the failure rate for, the dropout rate or whatever for San Francisco State is very high and the lowest percentage is amongst Asians. There are more Asians graduating from this campus than any other ethnic group. But that doesn't excuse the fact that, you know, there is only a 25% retention rate for Asians. What happens to the other 75%? So that's one thing that I'm concerned with. And the statistics that we've been like investigating into have come from Academic Affairs. This book that came out of Academic Affairs, published in 1989. So when we saw that and we showed it to Asian students everybody was shocked. Because every single student that I talked to says, I have to get out in four years. I can't afford to stay more than four years. It's a lot of money, whatever. And their parents are on their back, there's all this pressure. And yet they expect to get out in four years. And when, once they pass that fourth year and it's there fifth semester, you know, their fifth year, like you know I'm a failure. I can't graduate. I'm just like a really bad student, you know. And they kill themselves taking 16 units, they work like minimal, 20 hours a week, and they expect to get out in four years.

And I feel like, looking at those kind of conditions and not having a tutorial learning center is ridiculous. And I feel like since I've been here, this is my fifth year, when I first stepped onto campus every student I talked to and friends, they said, I thought we had one. They are like oh, okay, you know, that type of thing. Even on the average student's mind they just expect it. It's like you know every campus should have a learning center. But we don't. And I feel like some students feel cheated because they, you know they want help. They're good students, they even rearranged their entire schedule just to go and get help. But it's really hard, it's really really hard.

A lot of times I end up, our offices and people in the office, we end up tutoring each other in English, writing papers, math, whatever it is, accounting, psychology, whatever you want to name. It's like even the core classes. And just this year, because it's gotten so bad a lot of Asian student organizations have said, well why don't we set up this ad hoc network where, you know we hook up students who are business majors, we hook up students who are psyc majors, we hook up students who are accounting majors, marketing majors, whatever. And you know we realize that it's hard enough being an officer of a club, let alone organizing a learning center or like a network which the university should be responsible for. It's like we don't get paid for it, we're struggling through school. So that's why this year we, as one of our main projects, wanted to fight for a learning center on campus. And it went, we had positive responses from everybody. But when it came down to it, there is very little motion. They didn't move very fast. It's like, yeah it's a good idea, but that's all we heard, it's a good

idea. And there have been committees set up and we've been seeing that something's happening, but I think that I would like to see it before I get out of school within the next two years.

And I think the other thing is that once we did start it and once we did start publicizing a lot of racism came out. It's like, well you know these Asian students are complaining, they don't have anything to complain about. You know, they're doing the best in school, they raise the curve, all the exams are harder, whatever it is. Like the editor, the editor to the Golden Gater, which is our school newspaper, printed this article saying that we complained and, you guys if you don't have writing skills, you don't have math skills, basic math skills you should go to city college, it's right up the block. And I feel like that's the wrong attitude to take, because if we want to have academic excellence like everybody is saying we should help these good students, these great students to graduate. I feel like we need to take responsibility to see that those students get help and they do graduate. Stanford University has a tutorial learning center. You know, UC Berkeley has an entire building dedicated to tutoring students in basic courses. I don't understand why State doesn't, and I think it's positive that we're moving on it.

QUESTION/ANSWER SESSION

Dr. Moses: To what extent does your organization work with other campus organizations, like the Black students or Hispanic students on campus in terms of dealing with these issues?

Ms. Wong: In terms of dealing with issues we get together for things like College Awareness Day, where we bring high school students on campus to actually encourage people to come to schools like State. At different times we have gotten together with the Black Student Association and Laraza to form a coalition to actually run third world candidates for student government. And the reason why we do that is that we feel it's important to run people who represent us, and will speak for us, that come from these organizations and not just some person from some school. They are an average student, they have no connection with anybody. We do different things like that.

Dr. Lee: Does the Asian Student Union sponsor orientation for first-time students, like early in the Fall semester?

Ms. Wong: Funny you should ask. The first, this is the first year that we've ever done any orientation for Asian students and we had about 150 students show up out of 600 Freshmen, 600 Asian Freshmen. And we feel it's pretty successful, but there could be improvements. But again we're just an organization.

Dr. Lee: Would you like the university to take that on?

Ms. Wong: I think it would help, since 32% of the campus is actually Asian. If you compile Filipinos, Pacific Islanders and all Asians. And a lot of Asian students, a lot, they don't know what to do their first year. They just take whatever course they get. So it would help.

Dr. Lee: We do have some orientation that's available each semester, but you pay $15 for it.

Ms. Wong: Yeah, that's the thing. At a working class campus.

Dr. Lee: EOP has their own orientation and now you're doing your own, the Asian students are doing their own orientations which is admirable. You believe that we should have this additional orientation?

Ms. Wong: I feel like there should be an additional orientation for all students. Not just Asian students. But it should be free. Because I don't feel like on a working campus they should have to pay another $15 just to be oriented to the campus they're going to, you know.

AN OPEN LETTER TO THE ASIAN COMMUNITY

BUST A MOVE -- FOR YOUR EDUCATION!!!

Did you know:

- For an SFSU enrollment of over 29,000 students, the overall retention rate is only 33% in 6 years.
- The average age of students is 25 years old and the average years it takes to graduate is over 6 years.

EDUCATION IS A RIGHT!!! The Asian Student Union on this campus asserted this for over 20 years. As Asians, we make up almost 30% of the student population. We pay for almost 30% of the fees. We pay for parking, books and our share of everything else on this campus. Yet, why are we made to feel like foreigners with no rights? We are punished for speaking languages other than English; our cultures are ridiculed; our history in making California great is ignored and our historic fight against racism is belittled.

Education is our right because we pay for a public education through our tuition through the work from our parents and the money from our taxes. Recently at the College of San Mateo, the campus newspaper stated that "Asians . . . are bent on destroying the American economy . . ." and that "[Asians] only have allegiance to their Asian countries . . . they are the people we should hate the most." In North Carolina, recently, another Asian male was beaten and killed because someone's brother died during the war in Vietnam. He was killed basically because he was Asian.

However, Asians have been in this country for over 150 years. We helped build this country. And today, we pay taxes even if we are not allowed to vote or have any political power. Thus, we demand to be treated with equal respect and our rights must be upheld!

For a campus of close to 30,000 students, not even a decent Learning Center exists to aid students pass English courses and JEPET that all students must enroll in. We demand a tutorial service program that assists students, especially immigrants, to get through the "English Obstacle Course" on this campus, not just to jump through grammar hoops and verbal summersaults, but to really learn English. Our focus:

- a better tutorial service that addresses the needs of Asian students and all students
- a full investigation into the validity of EPT, ELM, and JEPET pending a full elimination of these tests
- a full investigation into the curriculum within the English department to eliminate any institutionalized racism or biased treatment

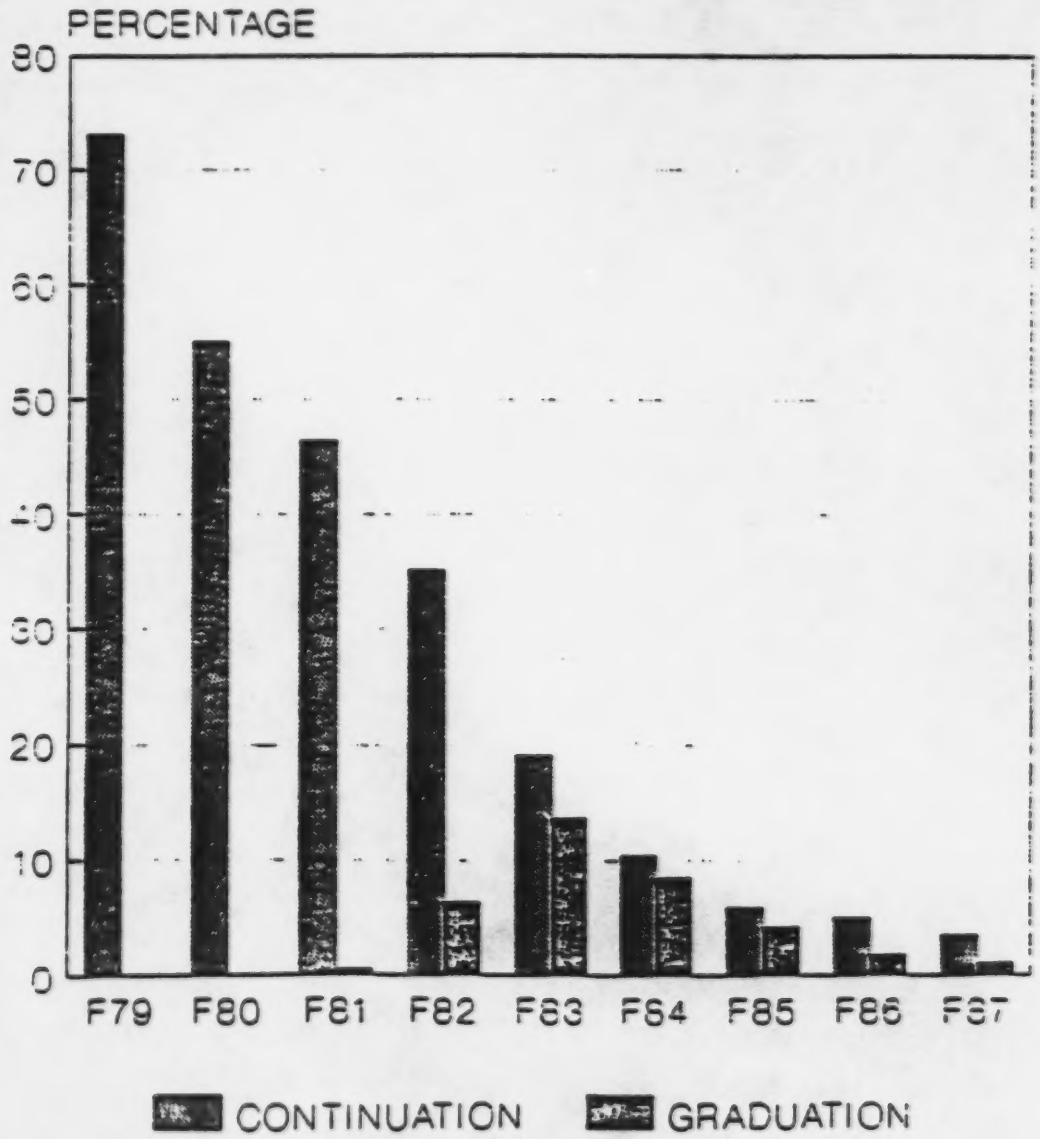
So come join and help ASU develop our proposal for the Learning Center and follow through to achieve it. Also, help us follow-up on our other demands and build the role of Asians in our education at SFSU.

Regular Meeting: Monday at 3:00 pm in the ASU office!!!

•Asian Student Union•Maggie Wong/Maxwell Leung•338-1958•Rm. M100E

FIGURE IV-A

ANNUAL CONTINUATION & GRADUATION RATES OF FALL 1978 FIRST-TIME FRESHMAN



TARGET POPULATION = 1261

Ms. Blesilda Ocampo, Student
Filipino American Collegiate Endeavor
San Francisco State University

My experience deals with working on campus. Last summer I walked into a department in the university to apply for a writing position. The woman who was doing the hiring told me that she wanted someone with a very strong writing background. And I told her I was a free-lance journalist, but that didn't satisfy her. She wanted a journalism student. I wasn't a journalism student at that time, so it was clear to me that I would not get the job. But I was desperate for a job, any job. And I took the first position that came to me and that was a student assistant position in the same office. I was hired by the secretary. These aren't the same person doing the hiring.

The first woman, I'll just give her a fake name, I'll call her Susan. She didn't acknowledge me for like the first week I was in the department. And only after two or three weeks of employment, Susan hired someone else for the writing position. The student was female and white. She and I got acquainted after that and I found out that she was a biology student. She was 26 years old and the writing samples that she had were clips she had written for her high school newspaper. At learning this I was very hurt, I was very wounded. I mean, before I learned of this I tried to have her look at my own clips and she criticized every one of them. She told me that being published didn't necessarily mean that one was an established writer. And that seems to be true I guess, but I have written for North Mission News, plus there's Asian Week and the Philippine News. I was offered an editorial position for the Philippine News but I could not take it because I was a full-time student. And my grades and English courses have always been satisfactory. And I got an "A" in newswriting and one of my research papers was published in Asian Week. I'd been encouraged by several professors to pursue a career in writing.

So I don't know how else to label what happened to me in that department. Susan hired someone with obsolete clips and would not open the door of opportunity to me and I want to be a writer. That's one of my aspirations. I didn't respond to my situation quickly. To be honest I didn't want to be confronted with racism. You know it was very painful to me. I grew up here. I came here when I was eight years old from the Philippines and I basically adopted the country. You know, I've embraced the culture and its people and all that. And I just did not want to be confronted with it. Being that that was that, I couldn't do anything about it. So I stayed for the whole summer at the job, while Susan permitted everyone else to write, including non-student writers. And I was given errands such as watering the plants and filing and running errands for the office. Going to different offices on the campus. So I felt like I was being pigeon-holed to do menial tasks.

Since I didn't want to label the situation racist, I began to feel very inferior. The situation reminded me of an abusive child. That's the message being sent to me,was that I wasn't human anyway so anything I did was worthless. I felt very dehumanized. I felt hated. I didn't know Susan but I felt very hated by her. But I wanted to during this whole thing, after leaving the job I went through a very traumatic period. You know this was when everything started coming out. I just had to go through a psychiatric process of convincing myself that this was not my fault. That I did not cause my victimization. And I'm sure that Susan had these attitudes for a long time. And I feel that for people like her it would take more than a short lecture to change their attitude. You know, making her non-racist would be like forcing an alcoholic to rehabilitate. And they would have to go througth a tremendous kind of crisis or something.

And I think in order to clean society of racism, society must not tolerate it. Sanctions against racism must be meeted out. If I had the power, people like Susan would not work for universities like these, like this one, that serve people of all colors. They especially would not have the position of authority that Susan has. Their gatekeeping ability in those positions undermine anti-racist movements such as these hearings. I think attempting to change the person is fruitless. I think we have to go on a more universal or a higher level of approach.

QUESTION/ANSWER SESSION

Dr. Santos: Now that you've identified a very important barrier, I would like to know from Dr. Corrigan what recourse could she have had at that point?

Dr. Corrigan: She could have gone to the student office, she could have gone to Student Affairs, she could have brought it to the attention of the Executive Assistant to the President. But let me tell you that one of the reasons that the Human Relations Committee will recommend a very visible policy, not only for bringing the concerns but for also identifying what sanctions can be and what the procedures will be. So that somebody has recourse and a fair and open kind of hearing. And that is what is lacking on the campus. And some students would have a better idea than others about where they might go. And others would not go anyway for reasons partly what she had to say. But, did you talk to anybody about the situation?

Ms. Ocampo: Yes. I talked to some people from the Human Relations Committee. In fact I scheduled an appointment to see them, but I was involved in a play and after that I had mid-term exams so I never had the chance to go to the hearings.

Mr. Leroy Morishita
Office of Institutional Research and Analytic Studies
San Francisco State University

My office is the one that prepared that document, the Analytic Studies statistical handbook. And I think Margaret reminded me that, I think the key thing that I wanted to stress today is that, when you look at data and things like that, I think you all are aware but I want to remind you that, statistics can lie. You can use it any way you want to. You can use it to present a picture that looks better than it actually is or present a picture that looks worse than it actually is. I think in my booklet I tried to present it fairly, but I think in one part that it fails to present is we aggregate all our data. I mean Asians are put together as one lump sum. Filipinos are a separate category, but in all of our data we usually have Asians as one aggregate group. I think that's really a problem. The CSU has started to address that by, through the application process, asking for Asians to identify themselves as Chinese, Japanese, Korean, Southeast Asian, or Other Asians. For the other Hispanic groups, the South Americans, Central American, and then the Chicano group as well as other Hispanics. So I think in the long run it's going to help us quite a bit. In the short run it doesn't do justice I believe. I believe that we have to really start to look at the various groups, because obviously all of the data show that continuation rates and graduation rates for Asians are probably the highest among any group. But if you broke out each of those groups, I think it would be very different. And up-to-date we cannot do that. But I think if we, as numbers of people who are disaggregated in these groups, I think we will find that there are very discrepant types of continuation and graduation rates. And I look forward to when we are able to present that in a better format.

I think the other thing is with numbers, numbers and percentages are often misleading if you look at who, depending on how you put it together. Yes, the student body of San Francisco State is 32% Asian, if you put Filipinos and Asians together. But then if you look at undergraduate to the graduate level it's very different. The Asians represent 25% of the undergraduates, Filipinos represent 6.6% of the undergraduates, and on the graduate population Asians represent 11% and Filipinos only represent 1.6%. If Asians are graduating at greater rates than everybody else, supposedly are achieving at higher academic levels, supposedly are uniquely brighter than others, why don't they make it into the graduate realm. Are they just choosing to go into four year degree programs and going out and getting a job and not opting to go into graduate programs? I think this is a question I've had throughout my life.

I was, I went back to look at UC Berkeley and I always thought that was one of the greatest ironies. If you look at when I was there it was 10% Asian, but if you looked at the graduate population it was less than 1%. If people don't appreciate that fact then I think they're really missing the boat in terms of whether or not Asians really are succeeding.

Bob lent me a paper yesterday that I looked at, and I always enjoy looking at his work because he does start to take some statistics and look at them in a different way than other people want to present them, and to peel off some of those layers of myths and get down to the core of reality. And I think disaggregating them and also looking at the student level within the universities are very important to do. I think one thing that probably fails to occur is that Asian students are, do not get encouraged to go on to graduate school. It takes encouragement to get them to spend a heck of a lot of money to go get a Masters degree or a Ph.D. And it costs a lot of money to do that. And unless you receive encouragement from somebody along the way, you're not going to do that for the most part because you're going to see maybe the economic gain is really not there for most people. I think people will look and count up the dollars and they'll figure that gee if I work all these years I'll make a whole lot more money and it'll take me 20 years down the road and what is the pay off. But I think there has to be encouragement and, I think, we have to encourage our faculty as well as administrators and others to encourage students of all groups and, I think, particularly of Asians on our part to continue their education.

On the other side I want to look at administrators. I think there is a real dearth of Asian administrators within the CSU and elsewhere across the country. And I think we need to begin to explore the reasons why that exists. If it is that people choose not to go into administration, I mean that dirty "A" word or whatever. Or if they again are not offered the opportunity and encouraged by others to seek out that or even to look at it as an option. For myself, I was one of the Administrative Fellows in the CSU program. And I know four of us that spoke to you today, at least four were Administrative Fellows. And I enjoy that program a great deal. It offered me a great insight into administration within the CSU and without. And I think I hear drum beats from down South that maybe that program is in jeopardy. I know some Presidents are not very excited about it. I think for Asians as well as for Blacks and Chicanos and all underrepresented groups, as well as women, that this program is a very viable program and a very good program in terms of offering people an opportunity to explore careers in administration and to further their careers in administration. And I think I would encourage that that be one group, or one program that be continued to be funded. I think it's kind of a model program in a lot of ways and I think other programs like that, even as far as faculty encouraging students to go into faculty positions, or other kinds of career options, should be explored and should be funded in the future.

I think I also want to make one more comment. I was an EOP counselor for part of my career. And some of the things that the students said made me flash back on that part of my career. And I think of how Asians are often depicted as the model minority and that they all are, quote unquote, just going to be real good students. All very bright, they all can do mathematics, statistics and things like that. And I think that there's that thing in

psychology called a Hawthorne effect, where you believe that somebody can do something and often times maybe they will perform at that level. Well I think for Asians and for others I think a Hawthorne effect works two ways. It could be very positive, where the faculty member is going to think that student might achieve and would encourage that student and maybe in indirect ways that they are probably going to succeed. But on the other hand, when Margaret and others talk about the need for a student learning center, I believe that is the flipside of the Hawthorne effect. That when there is an image that somebody is going to be very successful, well then obviously that person doesn't need any help. Doesn't need any assistance from me as a faculty member, doesn't need any assistance and tutoring or anything like that. So why should I even bother to approach that person? If they appear to do badly they probably just kind of failed to study on their own and there is no need to follow through. And I think that's the other side of that effect that I think we need to really make clear to people. That those myths are myths and when, again when we look at the statistics we're looking at gross numbers and we're not looking at individuals. And I think these three students reminded me very much so of that. And I try to remember that in my work, but it's a good reminder.

QUESTION/ANSWER SESSION

Dr. Lou: In lieu of the graduation statistics for Asian Americans, has there been any effort to keep statistics on graduates themselves? Are they employed? Are they employed in the fields of their graduate studies? Are the underemployed? Are they unemployed? Are they happy in their work? Do they find their undergraduate work helpful in their employment areas?

Mr. Morishita: I don't think our Career Office at our campus does that by ethnicity. They do it on the whole. In the CSU, I don't believe there is any type of follow up that I'm aware of. When I graduated UC I know they did. I was one of a group that they followed up to see what happened to us. But I don't think we've done that in the CSU and that might be a very good idea. Something we might approach and maybe I'll talk to Marsha about that.

Dr. Abrego: Is there no way to know of the Asians who have a B.A. degree, how many of them would qualify for graduate school? Grade point avearge or GRE?

Mr. Morishita: We haven't looked at that. We possibly could look at that as far as grade point averages. For GRE it would only be those who reapply to us, who reported scores to us. I think that's part of our problem. But it's part of the problem also when you look at continuation and graduation rates. You never know whether or not they left our system and went to the UC or went to another system, with the community colleges, or someplace else and are continuing on. That's the part that we really lose a handle on. And that one, I think, only through student GPA would we be able to determine that.

Ms. Theresa Chen Louie
Nursing Department
San Francisco State University

I hope that we have our report in the next Asian American Higher Education meeting in Sacramento. Sorry that you have to listen to me so late. I wasn't going to attend it because I had a clinical day all day and I wasn't, I asked for some release time, but I wasn't able to get it. So, this is why you have me on a walk-on. And I'm just going to be talking off the top of my head, so to speak.

Several issues, I suppose in terms of discrimination, prejudice, or whatever. Randy, you know Tyco Hara, a Japanese-American. Well I have been addressed as Tyco, interestingly. I don't know why, I don't have another identity because nobody called them Theresa. And, just recently, I've been also called Carolyn who is a new faculty that just came on. So just a little flavor of the biases.

I was also told that I don't know how to write English. I am the Chair of HRT Committee so I do have to write reports and write fair and factual reports. So, that's true, it takes me much longer to have to write these reports. But with the additional responsibility it takes a great deal out of a faculty who is not a native-English speaker. In fact, I saw that Extended Education has a grammar class that I really thought I need to take. Because my prepositions are still off and when I'm tired, like you are tired now, well you will find lots of them.

So, mainly I think that coming from nursing, as you know, there is a nursing shortage. As you also know there are many immigrants that are in the city. So they get sick, they do need help, they do need to be taken care of, and that they need to be spoken to in their own language to find out what their problems are. We do have these kinds of students in our programs. Many of them come from the city college where they would have gotten okay in their science courses and get admitted. But when they came to our program, that's when it's really tough on them as well as difficult for the faculty. Up to this time there has been talk about, because we have seen the gradual increase of Asian students in our programs. And faculty the first year were tearing their hair out, because they didn't know how to deal with it because of the language difficulty. We don't like to flunk students, we love to help students. But there is just this much energy for teaching and then how do you teach the extra assistance to them with extra need in language ability. What do you do? Do you flunk them?

We have practice right at the beginning. So they go into the hospital, they have to do interviewing, and I would have professors say I can't understand their English. The patients cannot understand their English and the students are trying their darndest to communicate and having faculty standing next to them to see them. It's very very threatening. However, we still need this kind cf nurses. So the dilemma for both the faculty and the students is,

well I don't say that it's insurmountable, but we have not been really dealing with it because we do not have the resources. And we also work very hard, but I don't know. I mean, there is extra assistance outside, which I do see that we need coming from the system that we have to address the needs for special help for students, non-native speaking students, as well as faculty in terms of how to deal with it. But the pressure is higher on us, in that students are dealing with people who are in the hospital setting. They are sick and you need to get the correct information. And I, supervising the students, I want to be sure there's a safety there, issue. So I want to be sure that my students get the correct information to provide the adequate care. And I know that the langauge is a barrier there and they can't get the correct information there. And they might make mistakes. I mean I am a nervous wreck just to have to do this extra area.

So I think that it would be helpful for us to have a program for non-native speaking students that we can prepare them ahead of time, before they enter a professional program which is very demanding in itself already. And we ourselves, you can't say that nursing has this need so nursing ought to be establishing this kind of program. Well, nursing should be writing lottery grants or whatever to get money. I am really having a plea to you to put it in your report the need for support services. Both for faculty sensitization, assistance, and then student admissions criteria change or help. I know the Asian students and the Student Affairs Committee at the Academic Senate have a proposal for learning center and they themselves are crying for, heck it's a English hurdle because they have to go through a long period just to get through with the requirements on campus. However, the students, I don't see, I mean somethings got to give. So I would rather see that they have some help, some supportive help ahead of time rather than coming to the program and suffer and be screened out.

Many of my new, a few of the students, a Vietnamese, Chinese, that I had last semester, last year, which I advised and the faculty couldn't deal with them, and so just said okay withdraw rather than flunk them. But then what do the students get. Eventually they flunk out. I mean they leave the program because there are not enough support services. I personally talk to the student, I call my relatives in the church. I said, have somebody that has English to help them read the paper, to do the editing. I mean, you know, with all this support the students do survive. She said, I don't want to go to church because then they force religion on me. Okay, so I try to find a Buddhist one for her to go to. Faculty on the advising level try different avenues to help them, but that's not enough. We really need a concerted effort in the beginning to help them to do this.

I hope you got a little gist of the picture without me going into more stories for you to illustrate the situation. Another thing that, I did ask my students around to get their input. When, I know

when Chancellor Reynolds announced this Commission, so I thought good, I really want to go put input. And then when I heard that you were going to be on campus December, and I thought oh I really want to get a student survey. But, you know all these intentions are very good, but just don't have time to do it. I do want to comment on this. I don't know, I checked with the Human Relations Committee on campus. I said, you know how are you gathering your data? Is it only in hearings or stuff like that? It's difficult for Asians to express. We know it is difficult to stand up and do this. And so I wonder if you have other methodology in terms of gathering data? Surveys or focus groups on campus just to have someone, you know have a group so that we can talk and give input. Because this is only one day. If I couldn't really get myself here today, you wouldn't hear my story and I would be very very mad that I don't get a chance to have input. Of course, you can tell me I can write you. In terms of writing, people told me I can't write. So I could write but it takes me, just for a little memo, I have to go over just to be sure that I don't put up something that people will laugh at and say you can't, you don't write English correctly. So it does take a lota extra effort. And so in that case you may not get the input from us who really need to give you input. I think that there are a lot of messages out there that are just not gathered.

QUESTION/ANSWER SESSION

Dr. Suzuki: I should tell you, Theresa, that we do intend to follow up the public hearings with some personal interviews with various individuals that we think can give us additional information. We also, of course, are referring to various studies and sources of information on Asian Americans. And we also hope to invite a few more people to meet with the Committee. So we are looking at other sources of information.

Ms. Louie: But I think in terms of the constituency, you know really feedback, they probably would like to have the access and have that and it would be great to have an opportunity to do that. I mean, sure it's great to have validation from other studies and things like that and interview of certain key focus people, but I think the constituency still need to have that. And like, I myself was trying to do this but do not have this ability to, you know super power to do this. And so I don't know when Chancellor Reynolds established the Commission, whether she also put some dollars into this for you to operate this so that you could do surveys or you could have somebody extra to go out and gather data. You probably are doing extra work just to come down here.

Dr. Suzuki: We are going to be making some surveys, but we also have a time limitation. We don't want to drag this out too long. In fact, our report is due sometime probably around May. We don't want to drag it on because we feel that we've identified a number of very salient issues that need to be addressed by the system, and the sooner we report the sooner they'll be addressed. And so it's a

trade off between taking the additional time to gather more information. Actually, we have gotten good feedback from people in our three public hearings. We've had close to 100 people testify before us. Large numbers of students, faculty, administrators, community leaders. We feel we have a fairly good cross-section of input now. We could certainly always use more, but again it's a trade off.

Ms. Louie: I really would like to see the people, the people that are voiceless. I mean, because they are shy and they don't want to come up here. And I think that, I know that I've been waiting for you to come since last February. I know that it's not good to drag on so long, but anyway you got my message. And I really do like to thank you for taking time to come, and also to the Chancellor, for actually establishing the Commission to hear us. Thank you.

TESTIMONY TO THE
REGIONAL HEARINGS
SAN FRANCISCO STATE UNIVERSITY
DECEMBER 5, 1989

Members of the Commission:

My name is Irene Dea Collier and I am President of the Association of Chinese Teachers. We are a non-profit volunteer group of 200 teachers in San Francisco who have been involved in advocacy for the past twenty years. I am enclosing a flyer about our organization with this testimony.

I am pleased that these hearings have been formed improve the current educational program for Asian American students. Today I would like to focus my comments on just one aspect with which we have been most concerned--the inadequate training of our teachers to work with the student population of today. We believe that this deficiency has far-reaching effects on the education of your college Asian American students.

The case of the Chinese students is just one example of this gap. Locally, the Chinese student population is one of the largest at 24%. Yet none of the professors tenured in the School of Education at our local university is knowledgeable about our particular student population. We have met many new teachers for whom cultural variations remain a surprise. For example, teachers seem reasonably prepared to deal with students who handle stress by acting out in a loud and active manner. Yet teachers are often very frustrated with many of our Chinese students who will withdraw and become silent as a reaction to stress. New teachers overcompensate by speaking more and more loudly to the students. For many of our students, the loudness of an adult's voice signals anger when perhaps none was intended. We have heard from many teachers and parents that children were retained because they seldom spoke in class. In college freshman essays about their school experiences, none is more consistent or more hurtful to Chinese Americans than the memories of teachers yelling them to speak and the terror that they felt as children. This experience is also painfully recalled in the writings of Maxine Hong Kingston's award-winning novel Woman Warrior.

This is but one small example of cultural variations in learning styles with which we need to sensitize our teachers. It is especially important now since we are in the process of a teacher training and curriculum reform movement. We cannot hope to restructure our schools without knowledge of those that we serve. No doctor would treat a patient without some knowledge of their medical history. Yet, every day, we expect teachers to teach

student populations about whom they know nothing.

One of the most popular concepts today promotes the idea that the most important key to successful learning has been the self-esteem factor. Yet how can we build self-esteem when teachers know so little about the real lives of our students. Where do they live, how do they live? We have made home visits to families in homes with no furniture. This was not only a factor of poverty; it was also necessitated by multiple family occupancy. The floors were the living room, the dining room, and at night, the bedroom. Today, much is made of the courage of our earthquake survivors, and while this is commendable, very little is built into our model writing programs about the courage and ingenuity of our student populations and their families in facing everyday survival in San Francisco--one of the most expensive cities in our nation.

To solve this gap in knowledge we sometimes place a few ethnic teachers on curriculum committees and advisory panels but this is not enough. We must realize that in the case of many of our Asian and Southeast Asian student populations, very little research has been done which includes their learning styles. When we look at the research done on Chinese Americans, we find that it is negligible, less than .5%.

As a teacher's group, we have realized that our professional training has been largely based on research which has never included us--which has seldom included students from non-western cultures. Our professional training has sometimes even placed blinders upon us and has given us structures and pathways which negate our own experiences.

What can be done? We have been fortunate to have met with Dr. Corrigan to express to him our concerns last spring. We understand that sincere efforts will be made in the next few years to hire professors who are knowledgeable about and who reflect the background and experiences of those populations that we serve--Chinese Americans among them. We are appreciative, but the proof will remain to be seen.

In the past three years, qualified Chinese American candidates with doctorates have applied to the School of Education for tenure track positions. These persons were highly experienced and knowledgeable about Chinese Americans and Southeast Asians. Some had extensive teaching and administrative experience and were bilingual. They were not hired for one reason or another. If we give the benefit of the doubt the HRT committee and assume that their objections were valid and that these Chinese American candidates were deemed lacking in one quality or another, I would expect the same degree of consistency to be applied when other hirings occur. Yet this year, the department was able to bend the rules to hire a white woman who had not completed her Ph.D.

It appears that a more rigid standard is applied in the consideration of hiring ethnic minorities than whites. When we speak to Chinese American Ph.D. candidates about applying for positions at San Francisco State, they all voice their extreme reluctance to subject themselves to the same treatment as those in the past.

We are not demanding that just any candidate who happens to be Chinese be hired. We want faculty who have demonstrated success in working with Chinese Americans and Southeast Asian students. We want faculty who can be resources to their colleagues and to their students who, in turn, will be the teachers of tommorrow.

The teacher reform movement is in full swing. We hear about site based decision-making, hands-on programs, cooperative learning, parent empowerment--all the wonderful buzz words which we support as a teachers' group. Yet how can we even talk about redesigning our programs when we continue to ignore the fact that over 50% of our students in the State of California in the next century will come from homes where English is not the home language. The concerns for building awareness in our educational reform movement cannot be simply the realm of the bilingual or language development teachers, it needs to be a concern of all those involved in education in our state.

Teacher shortages have been predicted for the coming decade. It would seem an opportune time to truly look at the resources of the community and to embrace it to help our teacher training program be truly innovative and sensitive. Whatever the reasons for hiring practices in the past, we can look beyond that and begin fresh. We believe that the Asian student population is not an insignificant one and merits ~~your~~ the attention of the university's School of Education.

T.A.C.T.
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Recommendations
1) language training - along lines of drama dept — learn different accents; not speech which tends to be remedial in nature
2) press forward with affirmative action
+
3) teacher recruitment

QUESTION/ANSWER SESSION - (Ms. Collier)

Ms. Collier: I would like to also add that our organization has been working very hard in the last four years to do teacher recruitment programs for high school and college age students. Now, there has been a steriotype that many students are not considering teaching because of the salary. And that has never been the top concern. The top concern has always been -- Will I become a good teacher? Will I be given the training to become a good teacher? -- And the answer we have to say unfortunately, at the present moment, is no. Many of the teachers in our organization are graduates of the College of Education at this university. And we say that it was inadequate then, it is inadequate now. And so we, therefore, feel there must be great pressure to place affirmative action hiring needs as a line of first priority.

Mr. Nishio: So there are no Asian Pacific faculty in the College of Education?

Ms. Collier: There is one, but she is not that versed in local issues or that well versed in some of the concerns. She is not from this area. We also have one who is on a part-time basis, who is tenured in the School of Ethnic Studies. But, of course, she does not have any legal standing. And I understand that this year, when I asked her if she was teaching in the School of Education she said she was not notified until August of this year, or asked until August of this year to teach in the School of Education. So we therefore feel that the resources, that we have not taken very seriously and we can do a great deal more. Plus, her name is never listed in the list of faculty.

Dr. Suzuki: I suspect she is a part-time faculty?

Ms. Collier: She is part-time faculty, but she is a tenured faculty in the university.

Dr. Suzuki: I must say I find it amazing, if it's true, that there's no single, tenure or tenure-track Asian faculty in the School of Education.

Ms. Collier: Well, there is one, but you know.

Mr. Nishio: Do you know roughly what the number of tenure-track positions are in the School of Education?

Ms. Collier: I understand, last year, that there were two new ones. And they had opened it up and we had some people applying. And they still were not hired.

Mr. Nishio: I had one other question. One of the concerns of the Committee is looking at the impact of the CBEST examination as a disincentive for particularly students of immigrant background going into teaching, because CBEST is a requirement for moving into some

of the education programs. How do you perceive that as an association? And do you have any proposal or suggestions on ways in which we can have a more positive impact on that?

Ms. Collier: I think that there is a great deal of misinformation on the students part, about just how difficult is the CBEST test. They understand it's difficult, it's difficult to pass. And I think that we can devise some kind of program, or some kind of a weekend course, or something that would be geared specifically toward the Asian student. For instance, last year there was one question on the CBEST test and that was in the writing section. One of the writing section questions was: Describe a vacation that you have had with your family. And the student said, I've never taken a vacation with my family. I have always worked. My family has always worked. They did not know how to answer that question. And, of course, they said well they made up something that was very insignificant and they blew it up into a vacation. But, it was maybe an excursion with their family, a few hours. And so she did not pass that section. And so we can alert our students to potential problems and to the cultural considerations of many of the backgrounds of our students.

Dr. Suzuki: Sounds like there is a bit of a middle class bias.

Ms. Collier: There is definitely a middle class bias in the CBEST. And we just have to alert our students and to prepare them for that. I think they have no problems passing the math. The reading section is a bit difficult, but I think that they still can pass it with a little bit of tutoring. It is not an insurmountable barrier as many perceive it. Many of them, I guess some of our concerns are similar, I'm surprised, to the previous speaker. Many of the students that we find with the greatest desire to go into education today are the students of immigrant background. And we find that this has always been consistent with our past. Our teachers have always come, whether they were European or whatever, we have always drawn very heavily from the immigrant populations. And again, many of our immigrant students feel that, I would like to be a teacher, there is nothing more that I would want to do but I'm afraid that my English is not good enough. And yet, their thinking, their desire is there. But again the non-standardness of their speech does prevent them. And I do feel that we don't have techniques for teaching people to adapt new accents. If we can teach that English actor to adapt his accent to a Brooklyn accent in "Who Killed Roger Rabbit?", we can certainly train people to adapt a more standard English accent. I do believe that that is something that students are concerned about. I do believe that that is something that the people who are hiring people are concerned about. And I do think that in creative dramatics there are exercises for teaching people. In speech, we find that most of the methods of teaching are still remedial and they are not quite as effective. So we would like to see something that is along the lines of drama, which is a more enriching and more broadening type of outlook.

QUESTION FROM AUDIENCE AT END OF HEARING

Ms. Louie: May I raise a question? I was wondering in your proceedings did you come up with an issue in terms of grading English. Like in my department, a professional program, and yet all write papers. So besides the professional concept of a general paper you have the expressions, the language, the syntax, the grammar, all of this stuff. Asians have difficulty expressing, you know. How much is this weighted because of the language deficit or not. I wondered if this issue has come up, because in other professional schools with their own disciplines the students might have grasped the concept but are not able to express it in correct English. That's the dilemma as to how much do you charge English?

Dr. Suzuki: The answer to your question is yes. We have discussed it quite extensively. It's been one of the major issues before the Committee. In fact, we had quite a long discussion of it yesterday and a number of testifiers today have raised that issue as well. So you can be assured that the Committee is addressing that issue and will include it in the report. We are still discussing exactly how to solve that problem.

SAN MATEO CITY SCHOOL DISTRICT

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December 5, 1989

Dr. Robert Suzuki, Chairman
Commission on Asian and Pacific American Affairs
California State University System

Dear Dr. Suzuki:

I congratulate the Chancellor of the California State University system fc his appointment of the Commission. I would like to bring to your attentic the following:

1. One of the most important factors contributing to the great advance ment of the United States of America is the contribution which ne waves of immigrants have made to the development of this country ove the last 200+ years. The Americans of Asian and Pacific origin hav already made a great contribution.

   Within the Asian-Pacific American (APA) community, there is a tremen dous amount of energy, enthusiasm and motivation to acquire highe education. The California State University system must do its utmos to harness the energy and talent present in the APA community.

2. I was dismayed to find that in the California State University syste application form for student admission, the list of Asian-Pacifi Americans does not include the Asian-Indian Americans. Asian-India Americans have been an integral part of the APA. It is not logical t leave this category out. If it is an error then it must be correcte The Commission must pay immediate attention to this unfortunat omission.

I would request that this letter become part of the proceedings of today' hearings.

Thank you for your consideration.

Sincerely,

Rajendra Prasad

Rajendra Prasad, Ph.D.
Deputy Superintendent

RP:rt

cc: Dr. Brij Khare, Commission Member

SAN JOSE STATE UNIVERSITY

A campus of The California State University

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TESTIMONY TO CSU ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE

Denise E. Murray, WST Coordinator

As Coordinator of the Writing Skills Test (WST) at San Jose State, I have first hand experience of the numbers of Asian students who can not meet this writing requirement. The WST is used at San Jose State to determine whether students are prepared for the upper division writing course (100W). Asian-American students, particularly Vietnamese and Chinese speakers, are failing this test at a higher rate than other ethnic groups or language groups. I expect that other language groups from Southeast Asia may also have the same difficulties. However, our current data collection does not provide this information. As an ESL (English-as-a-Second-Language) professional, I realize the reasons for this high rate of failure.

Unlike other ethnic or language groups, our Chinese and Vietnamese speaking students usually had no previous experience with English before immigrating to this country; their schooling was often interrupted; their experience with English, especially the formal written English required at the university level, has been mixed; and their residence in this country has been relatively short. Although some students have been to US high schools, their experience with written academic English has been minimal: they have been placed in beginning ESL classes that emphasize interpersonal language, rather than academic language, or they have been mainstreamed into an English-only class, with little or no help with their language development, and they have done little, if any, extensive reading and writing in English. Research we have conducted on our SJSU ESL students shows that students who acquired academic language in either English or their first language perform better on our WST. Students who did not acquire the academic register of their first language through high school education in their own country or those who did not acquire the academic style of English in US high schools are unable to cope with the academic language required at the CSU.

However, they are able to cope with academic subject matter, as evidenced by their success in majors that are not language-intensive, such as, engineering, mathematics, and computer science. Clearly their academic success in such disciplines indicates that these are not "remedial" students; they are students who are still acquiring English, and especially one style of English, cognitive-academic language. Research in second language acquisition shows that it takes learners 5-7 years to acquire cognitive-academic language--and that is when they are in a program that teaches language. They are likely to take much longer to acquire it by "osmosis" or chance. It is equally evident that to meet our university writing requirements, and more importantly, to meet the requirements of their professions, they need to acquire this cognitive-academic language, which includes the interaction between reading, writing, listening, and speaking.

To achieve this, we need to provide continuing language instruction for these students throughout their academic career. One course (or even two or three courses) in basic writing is not sufficient. Further, they need the help of trained and experienced ESL teachers, teachers who know how to guide these students towards mastery of cognitive-academic English.

San Jose State currently provides two basic writing courses below freshman composition, to which many ESL students are assigned. These courses are primarily designed for native speakers who have not mastered written English. These ESL students, however, need intensive help with all aspects of cognitive-academic language, the integration of reading, writing, speaking, and listening. And, they need more than one or two such courses. But, they are not willing to spend even more time on courses that do not offer baccalaureate credit. The CSU Workgroup on ESL has suggested that pre-baccalaureate ESL courses be given foreign language credit. The language level they reach through such courses is surely beyond the basic level reached by our native speaker students when they take French or Spanish or another foreign language. Giving foreign language credit for ESL courses would also legitimize these students' own language and credit them with acquiring a second.

San Jose State has a large transfer population, and many ESL students get their GE in local community colleges since it is cheaper. However, on arriving at San Jose State, they, and non-transfer students, must all take and pass the WST before they can enroll in the required upper division writing workshop (100W). Since many ESL students fail the WST, we have instituted courses to help these students over this major obstacle in the way of their graduation. Two types of courses are offered (Eng 96D, called Applied Grammar and Writing 99). While this is a start in helping these students graduate and improve their writing skills, it is clear that ESL instruction is a long-term process and one that should be addressed throughout the student's higher education.

Recommendations:

1. Offer foreign language credit for ESL courses.

2. Offer ESL courses that integrate reading, writing, speaking, and listening, rather than "remedial" writing courses. The CSU should provide funding for experimental courses that integrate all four aspects of language. Successful experimental courses could then be used as models for other campuses. Dissemination could be through videos of exemplary lessons and/or a handbook on how to teach expository writing to ESL and other diverse learners.

3. Ensure teachers of these ESL courses are fully trained and experienced (or provide such training and experience for them). The CSU should provide grants to help instructors retool so that they can meet the needs of diverse learners.

4. Provide more cognitive-academic writing experiences in other courses, especially GE courses or major courses. Instructors of such writing-intensive courses might need training and guidance on how to respond to students' writing, as well as their content. The CSU should provide grants for such retraining.

5. A more novel approach is to offer a course that combines 2, 3, and 4. Such a course could meet a GE requirement (e.g., cultural pluralism) AND offer intensive ESL instruction and be taught by ESL experts. In other words, it would be a language course, but one whose content also met another requirement. Similarly, a course that met the critical thinking requirement could focus on English grammar and rhetoric, using that subject matter as the data for critical analysis, while at the same time helping the student to acquire English grammar and rhetoric. The CSU should provide grants for experimental courses that are language intensive AND meet a GE requirement. Successful courses could then be used as models for other campuses. Dissemination could be in the form of videos of exemplary lessons and a handbook including successful course outlines and activities.

II - 2

TRANSCRIPT OF PUBLIC HEARING

SFSU HEARING ON SEXISM AND SEXUAL HARASSMENT

SEPTEMBER 25, 1989

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Department of Design and Industry
415/338-2211

September 25, 1989

The S.F.S.U. Task Force hearings-Sexism/Harassment

S.F.S.U. Commission on Human Relations members at todays hearing.

Hollis Matson-Health Education
Anita Silvers-Philosophy
Olive James-Director of the library
Robyn Battle-student
Jack Adams

Also, Bill Prudel-Marketing
Nancy Valcan-News 34
Steve Hamilton-Audio, Visual

FACULTY: The commitee is geared towards students, we want it to be accessible to everyone. We are soliciting recomendations from students about what we could do to make these meetings more accessible. We are trying to get the broadest views that we can. FACULTY: It is very discouraging to talk to students in my office and expect them to come to the meetings and they don't show up. FACULTY: More work needs to be done by the Commission members and the task force. FACULTY: I am here out of general interest because I am an educator and half of my marketing students are female and if I do something sexist I want to know about it. First, though I have to find out how I can catch myself , since being sexist is so subtle, I mean how do I know ahead of time? I want my students to be able to come to me if there is a problem. Am I guilty of sexism or harassment? Also, I am concerned about the attendance at this meeting it is very low, being in Marketing, I am interested in the cost-benefit analysis of all this. What is the cost of sexism? What does it cost the University? Obviously, it would be extremely hard to measure, but I think it would be worth it to find out. You have to show in your report somehow that it is worth the time and effort to fight this thing on campus. What about a incentive? Should we choose volunteers to tell us about their experiences? Maybe the comission members should have some experience themselves. FACULTY: We are putting out surveys at the end of the month so students can tell us about their experiences. I have noticed that there are far fewer people at our meeting than at the racism one, & less sexism meetings,and I think that says something right there. We need to bring in more people. FACULTY: These times, I don't think they are all so good expecially at night. FACULTY : Yes, because of childcare. FACULTY: Well, we have the hotline, anybody can aall that, and we have the surveys coming out at the end of this month, we need vehicles. Nancy Valcan: Are we dealing with sexism that is subtle or that is between people, face to face? On the JPET there was an offensive question, It had to do with people evolving and how their lives have become more complicated because of it, It asked you to write how the women's movement had made our lives more complicated, and I thought it was implying that the woman's movement was bad and I didn't like that. We have a policy and we need to get more information if we can change this policy. There is a hostile enviroment directly related to hostle actions and we need to hear more. Its costing students. FACULTY: That is a good argument in theory. FACULTY: . There are certain principles. FACULTY: : How do you define sexism? STUDENT : We need to train people to be more aware, parents and students,

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STUDENT: With sexism its hard for me because I am black so I just think of myself as a black person not just a woman its hard for me to get past the racism issue. STUDENT. What is sexism? It is so subtle. In my BCA class the women were used in a experiment in front of the camera well none of the gentlemen. on my right or left were asked to sit in front of the camera and be used. Is that sexism? We need to educate people, make them more aware We need to mainstream this. What about the work businessman or businesspeople what about businesswoman is that because woman can't get down to business? STUDENT. We need to do some education in subtely. STAFF. Addressing issues to professors is a good idea. FACULTY: Yes, something quick, easy, impersonal, accurate, good source of information. FACULTY We were having a fair just a couple of weeks ago like that where you could come up and give anonymous information. FACULTY .: Gathering documentation, The policy should cover the individual with confidential hearings so they can tell their bad experiences maybe change the names and then put it in the report. STAFF Is there a pattern here? I think I can detect something in the air. We all seem to be thinking the same things. FACULTY When I was coming over here on the elevator I told these guys where I was going and they said Oh, I bet there will be a lot of 3001b women there, and I thought that was very offensive but I didn't want to say anything because there were three of them. what should I have done? STAFF Well, I have been the victim of gay jokes and I probably would of done the same thing you did. FACULTY: People really should have some kind of practice in speaking, in saying the right things. STUDENT Soemtimes I feel just like giving up on people. FACULTY Don't do that! STUDENT At Hayward State they have a required class that teachs you how to behave appropriately. FACULTY. You mean add to what they already have? We need to mainstream, you're right. Steve Hamilton: I don't think that is unreasonable, adding another course. FACULTY. I don't think we need anymore required classes. FACULTY Maybe not. STAFF: Back east they have workshops in class that teach you how to act and you can role play which I think is especially useful. After class I heard one of the faculty make an anti-Irish joke and I was shocked I waited for her friends to say something because they were obviously very Irish and they didn't say anything just covered it up! When it's someone of your own race it can be just embarassing. Some caucasion students have experienced some reverse discrimination. [illegible]: Yes, on the bus a black lady wouldn't let me have the seat next to her, but she let a young black girl getting on sit there! STUDENT I have noticed a lot of hostility from young people directed at older people and vice versa. What is going to happen in this world, it is so violent. What is it going to be like when I am old? What are these young people going to be like? STAFF: On the bus sometimes I get a lot of hostility, and when you are out there on the street you notice a whole different working world. There is a lot of disrespect for others and a lot of hostility. FACULTY People must be held responsible for their actions. ADMINS. They must be held legally responsible for a hostile enviroment. FACULTY: I think it's extremely important that the victim is not held responsible for the offender's actions. The victim is not to blamed.

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Some Key Quotes

The victim is not to blame
We need to have somewhere where people can go to give information and not be punished
We need to put more into this because it it costing the students.
The individual is getting hurt.
How do we identify subtle sexism.
Educating students on how to behave appropriately
Hostility between people
People must be held accountable for their hostilities
Teach people to have more respect for eachother.

II - 3

TRANSCRIPT OF PUBLIC HEARING

SFSU HEARING ON HETEROSEXISM AND HOMOPHOBIA

STUDENTS - SEPTEMBER 28, 1989

HETEROSEXISM/HOMOPHOBIA Students Sept 28, 1989

(tape not started at very beginning of meeting)
Offensive language codes: student has seen codes of ethics. Concerned about how we treat each other even at these meetings. Student talked about having been at one of the public hearings at which an individual berated another individual in an abusive tone of voice and using abusive and offensive terminology. She was concerned that no one else in the room said anything.

Student was also concerned that gay and lesbian students clean up their own act: she thinks there is racism among gays/lesbians and suggested that the LGA might sponsor discussion groups in which people have a chance to address their own issues of racism, etc.

We really need a Gay/Lesbian Studies program. Everyone has a time problem and everyone is overbooked, but this program has to happen.

We need to address how we can make it better for each other...not just by words, but by showing that we are supportive.

Commissioner: I want to address the issue of homophobia that is present in the gay/lesbian community as well. There have been gay/lesbian courses on campus for some time, but they are often underenrolled because gay/lesbian students are concerned about having this kind of course on their transcripts. Taking the course through other means (such as special study units) or just sitting in on the course might mean that there are quite a few people in the class, but if those numbers don't show up on class lists, those bodies really don't count. Departments can't easily afford to continue to offer those courses that are underenrolled, even if they don't look underenrolled.

Student: I am a Chicana, I am blind and I am a lesbian. We need to also recognize that not all of us are able-bodied. We cannot see the tee-shirts that people are wearing that identify them as gay/lesbian. .... I want to mention some things about homophobia. I was in a class last semester, where the woman who taught it apparently did not wear Calvin Klein suits and dresses...she wore jeans and vests and it was very interesting because students in the class would come to me with descriptions of her clothing and ask "do you think she's gay? do you think she's gay, because of what she's wearing?" and I would say "Well, ask her". I didn't know...It wasn't my business, but that really kept me from coming out and I'm still not out. There are other issues I have to deal with. People spread rumors as well...they would discuss, among themselves, whether she was gay because she didn't do things in class that were real feminine. People had serious judgments around it and I found that she lost a lot of credibility in class, and it really affected things.

Student: I'd like to talk a bit more about homophobia, about

people's own homophobia on campus. I think it has a lot to do with the fact that it's so s\easy to not say anything, to think you aren't going to get ahead anyway. We can look at the low turnout in classes, or the low turnout here, and it's something we have to deal with in ourselves...how important is this to us? It's really a major issue. Maybe we need to rename courses. There are many of us on this campus, at least ten percent; and in S>F. maybe many more. But how many of us are here? How many of us are active in LGA or active in any other gay/lesbian groups? It's really something that's a serious issue...it's my fear too. I'm very out but I'm still afraid about it and I think we have to find ways to deal with this issue. Our numbers are there...we have the power in numbers and we should have the number for power in action.

Commissioner: can you say a bit more about what that fear is? Why do we not come out. What are we afraid of? I don't think people understand that.

Student: I think it's a very subtle sort of fear...fear of going out on a limb in any way. It's about our own desire for acceptance by peers. It's hard to think about doing anything that might make people not like you. I think everyone feels this...it's an essential nerve in the human psyche. We're saying "do something that people might not like" and I think it's a very deep psychological issue.

Student:I think, to add to that, there's also the fear among some students, particularly younger ones who are living with their parents. that they might have a transcript that says they took this class and they might get kicked out of their homes. I've heard people say "what if my mom or dad saw that?" So they don't take the classes.

Student: Apologized for missing the first half hour...If we're talking about sexism and homophobia, I think one of the first places it begins is in the unspoken stuff...not talking about this lifestyle. I think, on campus, this is institutionalized heterosexism. If we don't talk about it, it doesn't exist, and this is where a lot of the problem is. If people talked about it, it would exist. Families and others look to institutions like this one for being mentors for society. So if we don't avoid it, people will think homosexuality is a part of life and may begin to think differently about how they treat gays and lesbians.

Commissioner: I have a question about students in classes. It was said that students' not registering in classes represents <u>their</u> homophobia. It seems to me that they might be concerned that for employers and potential employers. and having it on a permanent record. that the fear is real. Doesn't that make sense?

Faculty: Sure, it makes sense. It's part of that vicious cycle.

A lot of gays/lesbians have said that over the years, and I have considered changing the name of the course when that was suggested. The other side of it is that I am an out lesbian, and I can't do that politically and have any integrity myself, and that saddens me a great deal....that in order to maintain my own integrity, it means that someone doesn't take the course. There have been people to take the course in other ways, but it doesn't count for FTE's. So it gets murky. I'm, as an out lesbian, homophobia myself. On a daily basis we have to decide who we should tell. From one day to another I have to think about whether I let others figure it out for themselves. There are some I don't tell. That bothers me a great deal, I don't want to do that.

Going back to someone's mentioning closeted faculty members, my goodness, I can't say to myself who they are without using at least five sets of hands. But there aren't many who share that information on campus. When students express a desire to know someone who is gay or lesbian within their department, I can't come out for someone else...I can't say "go see so and one". I can only suggest that I might be able to talk to someone for them;...and I wonder if that's also homophobia at work.

Commissioner: I'd like to follow up on that because I'm concerned about this. What I hear is something that happened in other discussions on discrimination....a kind of blaming the victim, where you internalize the hatred...and I know you're one of the fairest people I know but I still hear you blaming students for not signing up for something, publicly, that they fear, quite reasonably, will damage their support or their career. And I don't think that's homophobia or self-hatred as I see it. I think that's realistic behavior, given the society in which we live.

Faculty: Sure it is, and I really don't mean to sound like I'm blaming. I think I blame myself, in lots of ways, because I know clearly what internalized homophobia is all about.

Faculty: I'm from another college (City). Talked at length about the development of the gay/lesbian studies department at City....that it took ten years.

But simply establishing a department has changed the climate on campus in a short time. When it was announced last year, the president of the college could not pronounce the word lesbian, so I thought one of our first courses might be a pronunciation course. Gay is okay...it's short. It was a word that meant something else first, but there's a real problem with the word lesbian. There was also a problem for the first three months: the gay/lesbian studies department was referred to as "that" department. The department of...you know....And it was essential to maintain a sense of humor. It was insulting but understandable.

Now, this stuff...and the feeling I'm picking up today, we're dealing with a taboo, and we're breaking a taboo. Taboos are about secrets and power and maintaining certain power structures. This commission broke the taboo by putting these signs on the wall. Breaking a taboo is very hard, but I've always believed that the university is here to look at things like taboos and should be committed to objectivity.

I think the University has to be committed on an academic level, to establishing a discourse about homosexuality, and issues of race, that is objective. It isn't enough to have anti-slander policies. It isn't even enough to have codes of conduct. That's pretending that it is somehow out of the classroom..and I see implicit forms of homophobia and racism every day in classes.

No one talks about it and it hurts everybody. If you can move toward establishing an academic department, I think you'll be taking a giant step toward solving some of the problems that really exist. We've been successful at City with a vigorous AIDS program, handing out 22,000 pamphlets. We're out there and vigorous and that's done a lot to deal with homophobia. Fortunately because people are dealing with an out group that's running the AIDS program, etc., and that changes things. I walk into a room now and I'm treated like a human being. I was always able to clear a space last year just by walking in because people were "like, whoa, you're that one"...that person from that department.

Last week a disturbing thing happened at City and I know you've been having problems over here too. The Black Student Union put up a poster in one of our buildings. It was defaced with swatiskas, "kill niggers" all over the place. No one talked about it. The only way people found out about it was by rumors on campus. I'm sure the administrators think they are dealing prudently with this. I think by refusing to deal with it, and leaving it to black students to process, that is institutionalizing racism. And again we have this denial and taboo. Taboo is about secrecy and denial is about dishonesty.

The value of having a department is that talking can get done. Faculty members may begin coming out. I sat in a department yesterday and a faculty member who has always been very gay began talking about it, saying "as a gay man..." I think that's directly related to establishing the department.

We're also creating a list of 25-40 faculty members who are directly involved in this department. Students feel so lost when they don't have any role models, so this will be a list of publicly identified lesbian and gay faculty members and staff members....and a list of gay/lesbian-sensitive staff and faculty. At last students will be able to know who to go to and feel good. It's so hurtful....being a student is one of the best things in life and to being denying students because of these taboos and

being afraid to break them....we deny all students positive and vibrant role models. I think we underestimate the desperation of many lesbian and gay students for faculty members, counselors, etc., who they can perceive as successful, because so many of us settle along the way...because we're gay or lesbian and we settle for less and do trade-offs. That certainly is not the university is about.

Finally, I'm sensitive to the issues of race and ethnicity, national background and culture and one of the most wonderful experiences I've been having since becoming the head of the gay/lesbian studies department is that many of my students from other backgrounds are starting to come out to me. I'm frustrated because I'm white and I wonder who I can refer them to. There are some ethnic clubs on campus, but they're all real homophobic. I get distraught...proud but distraught...students in my office, talking about other things first, then getting to the subject of their being gay or lesbian....and one less student feels so tyrannized.

My rote response to "what are you afraid of about coming out?" is immediate....fear of getting smashed in the face. And I think that there is very little attention paid to schools, especially high schools, as hazing institutions. Many of these students experience verbal assaults, but many are also beaten up and driven out of school. Working with high school systems is a good idea. May be putting something in the university bulletin, or in mailings to prospective students....saying that SFSU is committed to being supportive and proactive around all these issues. People who are reading your literature and filling out your applications should know that.

Student: My name is....I'm an extremely out and militant gay activist and I want to talk about some of those things. I think it's imperative that we make it clear to people thinking about coming here that we are committed. We're too quiet about this.

One of the things that I've really had to work on, as an extremely out person on campus, is that I want to be a teacher...and all of my classes in liberal studies...well, most of the students, thank goodness, are women. Men tend to get violent, and women don't get violent, so I can be out. But one of my fears is balancing this act of being gay and wanting to teach children. There's that myth about molesting children, and I'm some kind of pervert...I have no interest in anyone under 21, maybe even 30. Trying to debunk that myth of gay man as molester is something I constantly think of. Being a teacher is really important to them:. It's been my goal for as long as I can remember. I think education is the only hope we have for this society, and for lesbian and gays in particular.

Another particular situation I find myself in, is going into the bathrooms every day and reading graffiti on all the walls. A lot of people just write that off, saying that's just a bunch of

morons doing the writing, but I get frustrated when I can't see my enemies. I wish we could have some kind of forum where these cowards could come out and debate the issues. Just for once, I'd like to meet, with referees, and see who it is, because I'm afraid that one day I'll be in a class and some bullies are going to get together and follow me. My picture has been in a Gator twice already this semester...I'm vocal and come out for a lot of things. I'm visible and that makes me vulnerable. It happened to one of my heroes...Harvey Milk. He knew he was going to be killed and I think a lot of what we're talking about...making this a better place for lesbians and gays....has a lot to do with faculty coming out, but also with others...your dentist, everyone. I know it's hard and I can't expect everyone to do it, but everyday we decide whether to come out. I think that's what I'm on this planet for. I wanted the Commission to know that there are a lot of people like me out there, and if these issues aren't addressed, we going to get dangerously close to battle in the streets. I'm sick and tired of having to feel uncomfortable, of having to feel afraid on buses and if I teach the San Francisco schools, I am not going to be afraid to confront issues of homophobia and racism. I don't want it to get to that point.

Student: I want to talk about experiences I've had and support what others have said about not coming out because it doesn't feel safe. Many people are beaten up and even killed for being gay. There is a lot of verbal and physical harassment. Homoohobia is not just about people being uncomfortable with who you are...there is the real possibility of being physically hurt. I've had the experience of coming out when I was in junior college and being isolated and commented on by people in classes...so when I came here and didn't see a lot of visibility about being lesbian and gay, I made the decision not to come out, which was hard for me because I'm proud of being a lesbian and a lot of my personal identity at work and in other places has to do with being a lesbian. Here, it ranges from comments in classes about fags and dykes. It also has been harder. When a faculty member has talked about homosexuality, it is mocked by students in the class, in hallways. The faculty who are out do lose credibility. I've also heard students talk about a teacher, saying "well, you might like her, but she's weird" and when I've asked what does weird mean, they've said "you know she's a lesbian". And I've said "that's weird?" "you know she's a good teacher" but some people don't want to study with that teacher. So I know that goes on. There are many incidents like this. In terms of the instruction I'm getting,I find that when there is a discussion of homophobia in the classroom, jokes are made about it, as though it isn't very important anyway. In one class, there was a discussion about non-verbal communication being different in different cultures and you had to watch how you acted because if you were a man communicating with another man, you had to be careful about being seen as gay.

I took a class in social dancing my first semester here and the teacher excused all the women who didn't want to dance with each other, because there was a shortage of men, because he understood that they might not want to be thought of as 'that way'. The other thing I've experienced is a kind of addressing homophobia but still getting laughed at....one teacher was talking about the fall of the Roman empire and said well, homophobia may have it that it was because of homosexuality and then he made a joke of it, saying it wasn't because there were two generals holding hands on the battlefield...and laughed. So he was talking about homophobia but he used images that people would find humorous. He said things that I thought were homophobic.

Another incident....I could go on and on....I was taking a class in writers and social movements, and there was a very brief discussion about lesbian and gay movements paralleling the civil rights movement, and we saw a film and it was mentioned that many people don't think it's a valid social movement and then we just went on. Some people might think it's a movement, others don't.

So, for myself and it's my third semester here, and I feel like I've gotten to know some other gays and lesbians and I've started to come out but it's really hard to do. Networking for students and faculty is important, but I don't know how to go about doing

that. The other thing is I think there needs to be more work, in classes, about homophobia. Forums like this need more publicity. I've been calling people for days...if there was more publicity, I think more people would be here.

Student: I'm experiencing a lack gay and lesbian visibility on campus. People don't know about classes under those headings. Maybe there needs to be a different kind of listing in the class schedule. Also, the LGA is a political and social group. We often get students coming through asking for information and maybe we need an academic information source on campus to talk about issues, etc. If we can get the program and there's an office and people will know there are knowledgeable people to talk with.

I have also experienced homophobia. One of the most recent times was last week I had an instructor who started the class by reading two poems, one by an ancient Egyptian and it was a heterosexual poem, and one by Sappho, and before she read that one, she prefaced it by a long introduction, saying "I know that most of you will be comfortable and on and on", and the introduction was longer than the poem. I found it insulting. First, it's blatant heterosexism....the assumption that everyone in the class was straight and also when I talk to my straight friends, they think it's insulting that not only did the instructor think that everyone in the class was straight but that they were straight and pretty messed up. So I brought this up with her after class and I tried to give her this nice little out. I said "well, it seemed like you were trying to establish heterosexuality as a norm and I didn't know whether or not that was your intention" She said "Oh no, I had no idea" and then it was pretty much dropped and a few weeks later we were meeting in groups and I had a hard time finding the room, and I was about five minutes late. So when I came in, the teacher said "Oh, we were just going around the room introducing ourselves and telling what we wanted to get out of this and you made this comment to me after class....would you like to tell them more about it?" It was like immediately...WHAT? At first, I didn't remember which comment it was about, and then she reminded me and asked what did I think the ramifications were of a society that establishes heterosexuality as a norm? On the spot, I had to....it felt okay because I usually feel comfortable talking about things like that, but if it had been another student who wasn't comfortable, being forced out in the class is very poor form for an instructor. A lack of sensitivity in lots of ways.

Also I experienced homophobia working in LGA...from blatant and subtle things, like when mail was delivered to the office. They'd do this little dance and get as close to the door as they could and then stick their arm out because they didn't want to come into the office...or some people are afraid to walk in if someone sees them;.. last year at a rally, people disrupted it, saying pretty nasty things. They turned out to be from a class, and we finally went to that class and spoke, but it was pretty

nasty. Also, last year, there was a poster put up for a forum on gays and lesbians, and we found one that said "Kill all fags and lesbians."

Commissioner: "May I ask a clarification question? Are you suggesting or saying that it was a class assignment to come to this rally and cause trouble?

Student: No, it happened to be that the instructor, who was there, recognized that the hecklers were from his class.

Faculty: It was my class. I recognized that the people were from one of my classes. They sat, in class, as a block, and I had trouble with them often.

Student: I just wanted to say that it kind of scares me to think that we're just listening to experiences, and that's what we think we need to do to determine whether homophobia really exists, then we do have a big problem...that homophobia is not any one experience...it's society, and what we need to do is assume that it does exist and then we have to turn it around.

I did want to mention that there is a conference next week in Irvine on how to confront homosexuality, how to confront teachers, etc. They're going to be selling books and they're doing all this. These things happen. Another thing is that name-calling occurs daily. This is only my first semester here and when people find out that I have children, they're horrified and ask whether I'm afraid that my children are going to be gay and what am I teaching them. I get this all the time...They say they don't care if I'm a lesbian, but to be a parent....

Student: I hear a lot about violence, and it's well known to young people and naturally they're terrified. The fear is very real. A way of combatting it is setting up a class that you would get credit for and it's a class about surviving the system. Maybe through Psych or Counseling, with an ambiguous title. There could be a way of reaching these young and scared people. If they could be addressed and supported and given survival skills.

Students: I'm a journalism major and last semester I was writing a story about students with AIDS. I had to poll students, about 25, asking their attitudes about AIDS, how they would react if they were in a class with someone with AIDS. And I encountered homophobia, but also a lot of people who weren't afraid and a lot of them cited specific courses where sessions on homophobia addressed these issues. I say to you that those courses need to be expanded on, to help people understand and help decrease fear.

Police Officer: Just want to give some statistics to the Commission that deal with, probably, both external and internalized homophobia...particularly with the age group on campus. We should be aware that 30% of all lesbians who come out

to their parents are physically assaulted. 30% of them. That includes some of our students. That's an important statistic.

Commissioner: I want to respond to something that was said. I suppose I should come out as a heterosexual first. I'm really struck by what I see as a similar pattern with respect to race....of being put down, rejected, assaulted, being hurt, shunted aside....so it's very important to me and others like me, who might read or listen to me..it's important that you folks have come out here to talk and I appreciate that. the urgent need to belong to a human community in one of the most deep-seated human needs we have. People need to belong to their own particular communities, but in a large pluralistic society, they also need to belong and be accepted in the larger society. And I understand now, in a way I didn't before, the way in which homosexuality in particular isolates and defeats and limits the achievement of potential. and that last, of course, is especially important. I think there is a need, among other things that have been mentioned such as the establishment of a gay/lesbian studies program, for the development of a philosophy and communication of a philosophy that everyone can understand and feel the depth and importance of. For me just one event at which I heard such a philosophy, was last year at the time of the inauguration events, and the faculty from the school of Ethnic Studies had a forum in which they talked about the need for a School of E.S. and they talked in terms of a group of people finding their voice and identifying their voice and finding out who they were in the same way that a dominant group finds out who it is, by talking and arriving at a consensus in a society about who we are. That's one of the burning needs here, that people need to find out who they are and to have that accepted in public. And at that level, I think it is possible to devise a philosophy which speaks to everyone and doesn't simply say "we're different and we're good too"...that's important....but that says "we all have this need to understand who we are, and it isn't just that we're trying to be like the other people and need our department"...this is everyone's need, to understand and identify those voices.

So one of the steps that I hope people will be able to focus some energy on is the development of a philosophy that speaks to that wider society.

Commissioner: One young lady who was sitting over there, and who left, said that she hoped we didn't just sit here today to determine whether homophobia exists or heterosexism...I want you to know that the Commission has no doubts that they exist, or any of the other forms of discrimination that exist on campus. It has been the President's feeling and to some extent ours, that in an academic community, which loves to think of itself as liberal and enlightened, people would like to think that they are the exception rather than the rule....One of the things the Commission needs to do is document the nature and extent of these forms of discrimination on campus and we are getting

documentation from a great variety of places (named them all)...and then, we hope through that documentation to give irrefutable force to our recommendations so they can be implemented.

Student: Last year I was in a U.S. History class, the teacher was excellent. She gave a very personal view of history, talked about Asians, Blacks, women. I was in the front, an active student and really enjoyed it. I had made comparisons of homosexuality and the struggles of homosexuals. And one day in class, a freshman in the class, said things like fag, cocksucker, queer, gay.... not things I haven't heard before, and I turned around and said "you can't tell me things I haven't heard before" and the whole class looked...The teacher couldn't really hear what was going on, and the whole class stared at these people making the comments. It was clear that they had made fools of themselves. Later the instructor asked me what it was about and I told her. She said things exist and unless people learn about each other and become accepting, things will always be this way. She later said the same thing to the class in general.

But just yesterday, I was in the SU and a friend came over to wait in a line with me and behind us there were two very apparent heterosexual men. Real men of the 80's attitude, bumping each other and all....and they figured out that we were gay and started saying "ever hear of gerbils? ever hear of gerbils?" And let's be real...that's the oldest, dumbest thing, thinking that gay men engage in gerbil behavior. I mean, I thought that was a farther step back than hearing fag and cocksucker.

Commissioner: This has not come up in this group, for which I am eternally grateful....and I'm not sure what Zsa Zsa has done recently, which helps our community....didn't she say the other day that it wouldn't be so bad to be a lesbian? But I think that another issue that is related to homophobia that we need to look at more seriously than we do, is the issue of sexist homophobia. Lesbians are invisible: women's sexuality has never been important to anyone, whether heterosexual or lesbian...or female bisexuality which hasn't been addressed here and needs to be...anti-bisexuality is, from a heterosexual perspective, homophobic. and from a gay perspective, it is heterophobic, I think. So I would like us not to forget that when we hear the word gay, we are generally talking about men. Gay men and lesbians understand that, but others often don't.

Commissioner: One of the things I'm struck with, from the many things which I've heard here, is the documentation of the intensity of homophobia in the larger society...it's not a surprise to me, but hearing stories about what happens on campus raises questions about not only what the university does here on campus, but about what role the university plays in society. One has this vision of clearly vigorous efforts being made on

campus, and yet the rest of society floats along in its prejudices and the like.

Student: I'm a member of LGA. It's safe when I'm in there. But I don't feel safe in other places on campus, because I don't know who is out there who might be dangerous. I've spoken in classes. and at classes at City College when I was there, and that sometimes feels dangerous too. LGA is a comfortable place. most other places are not.

Student: I'd like to echo that. One of the first things that struck me at state...and I grew up in S.F.....but I walked onto campus and saw no gay or lesbian couples. They're not anywhere. We need to promote more visibility. People don't feel comfortable, obviously, walking arm in arm When I've done that, people turn around and stare and that's really uncomfortable. But I was used to seeing that in other places in San Francisco. When I've doneit on campus, it's almost more to shock people than for myself, because it is so rare to see. If they're going to stare, I'll keep holding hands.

Administrator: As I sit here for almost two hours, I hear that you're really very scared. And that makes me sick. I'm the Director of Public Safety on campus and I really make an effort to recruit gay-sensitive officers. I ask them to go out and do their homework, etc. We really want to help and provide the services that the campus community deserves. If you are being harassed, or need help of any kind, let us know. That's what we are there for.

Student: I know that UC Berkeley has a rule for expulsion for slander. Maybe we need one as well. If people are called derogatory names, the people who are the offenders should be punished.

My lover went to Berkeley, and we never walked hand in hand there. He came here once and we though we had the opportunity. We would start and stop and start and stop. And we never did really hold hands because it just was too frightening. I feel better about hugging friends now, but I used to really be uncomfortable doing that.

Student: On an emotional level, a natural, affectionate feeling becomes a political statement, and that's disgusting.

Student: My lover and I were in a class together and we sit near each other, but I never can acknowledge her. It sucks that it's a political statement to touch each other. We should be able to show that affection without its being political. We're talking about identities here...our identities are at stake. Men come on to me and I have to find other ways to reason my way out of it. I ought to be able to say "I'm a lesbian, don't come on to me" But that brings an immediate response, and an automatic look on their face. Like "Oh shit, you're one of them???" It's enough

to put anyone back in the closet for twenty years.

I'm working on the gay/lesbian studies program right now. I feel it's really important because if there is a program, the university is saying that this identity is legitimate. That's what we need. People come here and know they can take Black Studies or Asian Studies. They need to know they can take Gay/Lesbian Studies as well, because gays and lesbians are also people and they have legitimate lifestyles.

Student: A strange thing happened to me here. I just started here. I used to live in L.A. and at the place I worked, I was openly gay....other workers stopped talking to me. That I expected. Up here, I was working in the one of the offices, and it was the other way around. None of the gay or lesbian students who worked there would talk to me until they found out I <u>was</u> gay. Then it alright to talk to me. It's great to cultivate your own culture...but it's the thing that gays are people from all places and races and creeds. It was so strange that for three months, it was like reversed. We can't be myopic about our culture...we need to expand, too. Someone else said gay and lesbian cultures...he split it in two, which is also true...I'd kill for a lesbian to be on the cover of the national Gay Advocate. We really are split.

I have friends who work in the Castro...Women say the misogyny is intense. But I've been hounded out of lesbian bars, too. We use the rainbow flag but all you have to do is look at us to see that we're sexist, and racist, and elitist...and we think we're above all that. We have gone on about gay rights, but we have to start looking at how hard it is to be black and gay, or hispanic and gay. and we say we address these issues, but we don't really, and it gets sort of exhausting.

Student: the hypocrisy is phenomenal. We're caught between two worlds. The difficulties are immense. This issue of hypocrisy needs to be dealt with on this campus. At a rally, a women said she didn't care what we did in bed, but why did we have to be so blatant about it...and she gave us all kinds of stories about all the gay men she knows and how cool she is about it, and sounded like Zsa Zsa. Finally we just couldn't reason with her. So, we're in this so-called liberal institution, and what we really have is a lot of liberal hypocrites.

Someone made a relevant comment about racism...that racism is so institutionalized, that everyone is racist...this certainly could be applied to homophobia...whether from outside the community or within it.

Student: it.s true that we have to deal with all of these issues, but I find myself not feeling safe and accepted here and so I look for those comfortable places to be. I've become more separatist at this school, not because I don't like straight people, but because I need to have supportive people around me.

Faculty: To add to this, I was a member of this faculty and did my coming out with a group of very militant students who wanted to tear this place down. They had come out of the Castro and places like that and they felt that only the most belligerent confrontation would get them any toehold on campus, to say nothing about recognition. There have been dramatic changes in new students I'm seeing. They are a remarkable group of people...they don't want ghettoization. They want to be responsible members of society; they want to pursue careers; but also lives that will tie them to society. and I think if we allow the homophobia to continue, we are blocking this enormously new development of people being here for their own development. They are gay and lesbian, but don't want to block their opportunities to be full human beings and successful people. and if we miss that on this campus, that opportunity may not come around again for a very long time. So you're lucky to have these people here talking. These dialogues have always happened in small offices and we've been cut off from the community at large.

Student: What a gay/lesbian studies program would do is help gays and lesbians learn about their own culture, and how to deal with bigotry and the like. In one of my classes, there are three of us from LGA there, and not one of us decided to write about gayness in our first paper. We felt the teacher would be prejudiced against us. So we need classes where we can feel as though we can write about ourselves, and our lives.

Commissioner: thanks, etc.

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TRANSCRIPT OF PUBLIC HEARING

SFSU HEARING ON DISABILITY DISCRIMINATION

STUDENTS - OCTOBER 3, 1989

Public Hearing On Discrimination
Against Students With Disabilities
October 3, 1989

STUDENT 1: A lot of where I have been discriminated against or impeded here at State has to do with architecture. The most prominent example I can think of right now would be last year. I'm a graduate student in Rehabilitation Engineering and the core of our program is on the second floor of a certain building. When they were fixing the elevator last year, they established a schedule of repair not consistent with my schedule of classes, shutting down the elevator for a period of a month through finals week, whereas a lot of class business went on upstairs, so that would mean that the only option would be to go to an unusable, inaccessible freight elevator. There was no apparent form of recourse to stop this from going through, except I guess (Commis-sion Member 2) took care of it. One of our most prominent disabled faculty members was teaching a course on the second floor, and he was not going to be able to continue teaching for lack of access. So one recommendation should be a more proactive operations policy since architectural modifications and repairs can make a serious impact on the activities of disabled people. There should be a proactive policy before any construction or operations decision is made of consulting with disabled people who might be impacted.

Another instance I thought of is that, at one time, the science laboratories were being modified. According to the law, remodeled labs have to have an accessible lab station. The university brought in someone as a consultant who knew a lot about the guidelines in the California Architectural Barrier Code but did not understand what a lab station was supposed to be used for, so by following his guidelines the lab stations would have been unusable to a wheelchair riding student. You can no more create an accessible work area by simply complying with access guide-lines than you can create a human body by following Gray's Anatomy.

Right now there are about three departments that teach people how to relate to disabled people at the graduate level. There is a sparseness of disabled faculty in those departments, which I find somewhat disturbing. As far as disabled faculty go, they are few and far between. As students, we have nobody to learn from, to go to see what course worked for these people, so we might pursue it a little more easily. It seems as though each

of us always has to be at the cutting edge. In the sciences, where I come from, a disabled student going into a class always is creating new territory; it's as if it's never been done before. Each person going in there is a pioneer. being treated like a novelty all the time is a very draining experience. Before you take the course, you have to know what knowledge you are going to have to learn in order to work out for yourself how to make the learning accessible. One can get really drained when, course after course, you have to set out what you have to know at the end of the course

before you take the course, to make sure you'll have access to ways of learning it. I would like to see more disabled faculty, people who have experienced going through these processes. And I think what's fair is that the university offer us activism instead of arbitration on these issues.

COMMISSION MEMBER 1: Has a survey of campus facilities ever been done.

COMMISSION MEMBER 2: Federal law requires that we do so, and we did. The Chancellor's officer has also audited us. However, there's a difference between minimal compliance with the architectural barrier code, and program and workplace accessibility. Our physical plant can meet the minimal architectural barrier standards, but can still fail to provide program or workplace accessibility. Federal law requires, however, that the university provide accessible programs and workplaces, so more than minimal standards may have to be met.The elevator incident to which (Student 1) referred is an interesting example. In determining a work schedule for the contractor, Facilities Planning did contact the university office which is designated as having to be consulted. That office gave permission to take the elevator out of service without any knowledge or consideration of which disabled faculty and staff would be affected, and of whether there were any academic programs like Rehab Engineering whose students would be affected. When I was approached to do something about this, I went to Stan picked up a phone, and in a few minutes he ascertained that the contractor's schedule could be shifted into January. The sad thing is that the threat of the elevator's being out of service stressed out a lot of disabled people, and there was no need to do that to them. I will discuss with the Commission the problem created by the university office which gave Facilities Planning permission to do this, but it was not Facilities Planning's fault.

COMMISSION CHAIR: I was struck by the analogy with our hearing on heterosexism, where we were talking about how the assumption is made that everyone is heterosexual.

COMMISSION MEMBER 2: That's a good analogy. Here the assumption was

made that the only disabled persons using the building were students going to and from classes at set hours. The fact that there were disabled employees and disabled students who had to do lab projects was completely ignored.

STUDENT 2: I'd like to say to the Commission that I have a list of students who signed a petition against the school. Professors who have worked with the disabled students also signed it. Some of the students have also formed a student committee.I have encountered two problems on campus. One is the lack of understanding and awareness on the part of the faculty, and two is failure of the support services to provide faculty with needed information, particularly around test-taking, note-takers and other arrangements. If I seem a little nervous it's because I'm not used to speaking. Last semester I was taking a required course and, in the beginning, I usually meet with the professors and tell them I'm a student with a disability and let's work things out. Last semester I was in a class that required multiple choice testing. For my particular disability this is not very appropriate. So after going back and forth with the professor I wrote a letter to the school because he was not going to make any sort of accommodation. I wanted to reach a middle ground like saying, if you want me to do the multiple choice, let me also do an extra paper so I will have an equal chance. He said absolutely not, and this caused me a lot of stress. After I sent the letter to the Presi-dent, I was under the impression it was taken care of, but when I sat down for my final and I had a multiple choice test. I was really upset.In my meetings dealing with the support services when I thought they were going to help me in working it out with the professor, they basically pulled the rug out from underneath me by saying the professor has academic freedom to do what they want. I understand that, but I think there has to be an understanding in terms of reaching a middle ground. I met with someone from DSS in August to work out tutors and notetakers ahead of time for September. I still don't have them in some of my classes. It's always blamed on me. I can see myself being wrong some of the time, but they constantly blame the student. They said I didn't come ahead of time, but I went in August. My professors received the accommodations requests from DSS on September 25, but I had exams given before that. I failed my pop quiz because the professor didn't receive a letter saying I have a disability. I can understand the professor was in the right. Also the professor gets conflicting messages. One paper has here "In order to have equitable testing experience disabled students need various accommodations, extended time, reader, writer. Second, (Student 2) is a student with a verified disability who is registered for services with DSS and Project Learn. In order to provide her with equitable testing experience, we recommend one or more of the following: extended time, readers." The professors get

to choose without knowing the person. It's like a menu. If someone gives me a test and says 'I provided a reader', I can't write, so it's not going to help me.

My recommendations are several. There is a lot of tension. there are a lot of other things I didn't mention. When you go into the DSS office and you're talking with someone, they walk away. This has happened to me, and to other students also.

I would like to see them hire someone who is not working for the university. This is a really serious problem. I can't stress how serious it is. If there is someone from the outside, if there's a problem, they'll be neutral. They can be objective. I have no one to turn to when I know the support services are not going to support me in terms of helping. We need someone we can talk to who will be neutral.

My second recommendation is that the students get together and educate the faculty.

My third recommendation is that maybe the students could help oversee what goes on in the DSS offices. If things don't get better, we are planning a sit-out. Hopefully, this will get to the President. We are willing to meet with the President and try to get someone who is a mediator of some sort because things are very serious. As of now, using the support services, things get lost. One of the students who signed the list, her proctor was sent to one room and she was sent to another testing room. There is no timely response to problems. Students should not be ignored and problems should not be swept under the rug. Last semester two of my professors did not receive letters from DSS. And I've been treated like dirt by DSS when I try to work things out. I would like to see a change.

COMMISSION MEMBER 3: What suggestions can you give to people who want to do the right thing.

STUDENT 2: I'll give you an example. You know we get these letters from DSS. These are people who are supposed to be sensitive. But I have one student in my group who is blind, but they never send him letters in braille or anything he can read. How can a blind student know what's going on? This is common sense to most people but maybe not to the people who help us. I don't see the problem with sending things in braille or on tape. I'm really pushing for someone to come in from the outside who is neutral. It's very hard to sit in an office which is supposed to supply services and say to them 'you're really not doing your job help-ing us.' People don't like to hear that. When the position for Cindy's job was

open, I wanted someone who was a minority. They need to get some more minorities in there. I've said this semester after semester.

I can't stress the urgency in terms of things needing to be done. I don't want people to have the misconception that just because there are support services they work, because they don't.

STUDENT 3: I'd like to ask a question about learning disabili-ties. There is a general lack of knowledge about what these are and where to go to do something about them. It' seems very haphazard. I see this impacting on people's self-esteem. For in-stance, faculty should be sensitized not to turn their backs to write on the board because some people are dependent on reading their face.

STUDENT 2: There was supposed to have a meeting last spring with faculty because students were complaining. Did that ever happen.

STAFF PERSON FROM PROJECT LEARN: There was dialogue.

STUDENT 2: Were students present?

STAFF PERSON FROM PROJECT LEARN: Good idea.

STUDENT 4: What is the campus policy about accessibility. Once I read something in the Bulletin about classes being accessible to everyone. But when I took a class in physical sciences that had field trips, I was concerned about whether I could complete the class because I have a respiratory disability. My partner was injured seriously nine years ago in a crash. On field trips the student pays for, there is a lot about who not to sign up. I spoke with the instructor who I really like but who is an ableist. I know my partner could have completed the trip because we went on a cross-country motorcycle trip this summer. I know there's a court case here, but I'm not up for it.

FACULTY MEMBER 1: There is a serious lack of information given to faculty about how to handle these things. My first disabled student was a blind student and DSS informed the department chair that the student was in my class and but not what accommodations were needed. When (Student 2) was in my class, all she had was a note saying she needed some accommodations. In general there is a lack of education for faculty as to what to do. In one of my classes, there is a lab, the blind student couldn't use a microscope, and the lab was two of the five units. We were able to arrange something, but it takes energy, both from the student and from the faculty.

COMMISSION MEMBER 2: We don't need new policies here because we already have policies covering field trips and lab accommodations. Moreover, the Chancellor's policy regarding DSS services requires that one part of their program be "campus awareness," the education of faculty and students. At one time, on this campus, we had a series of disabled faculty from other campuses, some in the sciences, who came to show our faculty how to make accommodations. For instance, we brought a blind paleontologist from Princeton to talk about how he does field work observation. But I guess we don't do that anymore, yet campus education is supposed to be onequarter of the job done by DSS. This also helped disabled students, and their faculty, believe there could be a future for them. You are quite right. At present, you as a faculty member are left to sink or swim with disabled students. Let's go back to what (Student 1) was saying. Right now, he has to know what you are going to teach in your class and what demonstrations of performance you will require before he takes it because all the responsibility for devising accommodations rests on him and you. He and you have to reinvent the wheel every time, as if no other disabled persons ever succeeded in this kind of course. This is not a policy problem because we have the pol-cies, but we have little or no implementation of them.

COMMISSION MEMBER 3: (Student 2), you mentioned students who didn't come today.

STUDENT 2: They are afraid of retaliation. When I wrote the letter to the President, they saw what happened to me. But I feel much better because I feel for once that people really sat down and listened.

COMMISSION MEMBER 3: I am concerned with this sheet of paper you gave me. There are too many names on the list. What do we need to do to push for change?

STUDENT 2: There are too many names. It would be one thing if there were just students, but there are faculty too. One of the persons is someone who I had a run in with last semester, but this semester when he saw what was going on he said "I'll help you." We want to work it out but it's like a wall, we cannot communicate. When people constantly walk away from you become fed up. Something needs to be done soon. I would like this taken back to the President. There needs to be intervention. It's important for our self-esteem. My recommendation is that there needs to be someone who is not biased to talk to the students. I'm willing to do fundraising to get someone from the outside to help. There are a lot of things which i can't talk about because they are students' personal business. I also contacted Sid Wolinsky's office to help make sure there are no repercussions because the students are so

nervous. We are planning to sit-out, but that's a last option. This is our first step in communication.FACULTY MEMBER 1: (Student 2) made a good suggestion to me that each department should have one faculty member and one student, preferably a student with disabilities, to be a troubleshooter.

COMMISSION MEMBER 2: I want to underline that response time is of the essence for persons with disabilities. If you can't get to a class, or can't get a note taker or reader, for three weeks of a class because of the length of time it takes to get an accommodation, and the class goes on without you, you're given a second handicap of having to know the material and compete with the other students, even though you had no access. It doesn't do much good to get a reader at the end of the semester. This kind of delay in getting accommodations is incredibly stressful.

COMMISSION MEMBER 1: Can we use the computer registration to notify departments earlier about disabled students in their classes.

STUDENT 2: In my old school, we had stickers we put on our li-brary cards so we could identify ourselves to the faculty.

COMMISSION MEMBER 2: Years ago, we had a system of stickers. It's sad for me to have to keep saying "Years ago we solved this problem but we let the solution lapse."

COMMISSION MEMBER 4: Faculty don't get class lists until the first day of class, so using the computer to notify them earlier won't work.

COMMISSION MEMBER 2: But we are supposed to have preferential registration for disabled students, so it is possible for them to select their classes early and to have the professors notified.

COMMISSION MEMBER 4: Well, then, if it were highly organized it would work.

COMMISSION MEMBER 2: It's supposed to be highly organized.

COMMISSION MEMBER 4: But it isn't right now.

STAFF PERSON FROM CITY COLLEGE: You were talking about difficulties with getting accommodations. We have a policy for learning disabled students where we get students their accommodations within a week. We have 28,000 students. We have a separate accommodations procedure. There has to be a response in writing to an accommodations request in a

few days. This has been worked out with our Deans and President. We don't have a big problem.

STUDENT 2: Well there's a big problem here. I just got a reader for one of my classes yesterday, and I have a test on Monday. I have to learn all the reading material from the beginning of the semester in a few days. I feel like I'm being set up for failure. We're being bounced from office to office, and things get lost. I had a test lost last semester. Services are not being provided in a timely fashion.

STAFF PERSON FROM CITY COLLEGE: We have official forms, and, if the instructor refuses an accommodation, we have a grievance process.

STUDENT 2: I tried to do this last semester. I wrote a letter, but they tried to make me look bad. I didn't have anyone to help me. There was no one to help me as a student. If it works in your school, it should work here.

STUDENT 1: And we really need someone in-house with a primary responsibility for access, including access implications of all operations changes, and someone who is familiar with access issues, disabilities and the way the classes work and what they require.

COMMISSION MEMBER 3: I thought we had a policy that no blue print could be executed without being signed off on in respect to accessibility.

COMMISSION MEMBER 2: We do have such a policy, but the blue prints are signed off on by persons who have absolutely no idea about what and how the facility is to be used and who is going to use it. If you don't know what a student has to do in a lab, you can't determine whether a work station is accessible. Often, once we build the thing, we then have to go back and retrofit it because we didn't consider how it was going to be used. So we spend money to conform to the State Architectural Barrier Code, and then we spend more money and time conforming to the federal law, when we could have done both with the same expenditure. We have policies covering most of the matters addressed here, but we apparently can't implement them. And we must do something about the tendency to blame the students. I have investigated case after case in which the student was blamed for not getting an accommodation even though, it turned out, the student gave plenty of notice.

COMMISSION MEMBER 5: Recreation has an excellent program on adaptive recreation, but the offices are on the second floor with no elevators.

STUDENT 1: Here's another example. They have put automatic door openers

on some of the doors, but between 30% and 60% are not working at any time. It's a travesty. They say they've made the accommodation but it doesn't work. And when they put in the new Moduluxes, most of them had steps rather than ramps. They can't do that legally. That had been bargained away because there were no disabled faculty to use the Moduluxes. It's as if when you go back to suffrage you had to prove that women would use the vote, rather than that they had the right to vote. But (Commission member 2) took care of that. But it cost a lot more for retrofitting.

COMMISSION MEMBER 2: Yes, but at an excess cost for retrofitting, and only after a year when disabled students couldn't get to faculty offices.

COMMISSION CHAIR: Our university and others have ombudsmen who are paid by the university to be neutral.

STUDENT 2: They weren't too neutral when I went to them. When I wrote the letter, I was really harassed. The students want someone to be hired from outside to oversee the problems that are current now and then to report to the President or whoever will be handling it. They should interview the students. This way, Mr. Corrigan will see that there are problems and that I'm not just this woman who likes to write letters to the school, because I don't.

But I also want to say that I've been lucky this semester. I was thinking about quitting, but I've had really good professors who have been more than understanding. They've been spending lots of time with me. This is on the positive side. I've been trying not to use DSS because they aren't helpful, and I've been working it out with my professors individually and they've been more than helpful. That's the positive side of it.

II - 5

TRANSCRIPT OF PUBLIC HEARINGS

SFSU HEARING ON HETEROSEXISM AND HOMOPHOBIA

FACULTY/STAFF - OCTOBER 16, 1989

HETEROSEXISM/HOMOPHOBIA

Faculty-Staff
October 16, 1989

Commissioner: Introductions, etc.

There were about twenty faculty, staff, and students at the hearing.

Commissioner: This hearing is about heterosexism and homophobia and the faculty-staff concerns that relate to these issues. I don't think, with this group, that the terminology needs to be defined. Why don't we just have a conversation and see where it goes.

Student: I have a question. Where's the faculty? There are just three of you from the Commission and a few faculty who aren't on the Commission. The rest of us, or most of us, were at the student meeting about homophobia and it just bothers me that I came to hear personally what the faculty had to say and to speak to the faculty and they're not in attendance.

Commissioner: what does that mean to you?

Student: that maybe they feel it isn't a problem. Or maybe they feel that they're not under the group that's discriminated against or they don't have the same values we do. Or they have conflicting hours, but I skipped out of class and other people did. They could have brought their class.

Faculty: I think that one of the problems is that if they speak out, the consequences can be rather unpleasant. For one thing, if they have to go on functioning within a department for several years and they speak out. this gets back to the people they're speaking about. You know, we're talking about, if they're tenured, years of living with the fact that they've done this. It's evidence of fear, to some extent.

Student: Has this been true at the other faculty forums?

Commissioner: To some extent. I would not have a problem, were I not on the Commission, coming to this sort of hearing. But I absolutely understand the trepidation that is felt, on this campus, by faculty and staff who are lesbian and gay. I've thought about it a great deal and I think it takes an entirely different person to be very out. You do run the risk of not being tenured,not being promoted, etc. It's part of this issue, so I understand why people aren't here.

Part of the problem for me is frustration about that situation....that a student might say, in a class or in my office, that there aren't any lesbian and gay faculty or staff people..or "I only know three"... and I know that isn't true, and

I'm wondering what the problem is on this campus that creates this kind of situation. And of course I know what it is...it's homophobia, to a large degree.

Student: I can think of several faculty members who are tenured. What's keeping them away?

Student: Also, I don't necessarily think that being here means you're gay or lesbian. That's stereotyping in itself....to say that if you're here you are a gay male or a lesbian, or some sexual minority. Because, in working with the Studies program, we've worked with numerous professors who are heterosexual.

Student: But this group is here to hear concerns that are specific to heterosexism and homophobia. People are probably interested, but there has to be an assumption that someone from that group is going to be at a meeting like this. It's too bad.

Faculty: I think that's a correct assumption for now....that homophobia is so bad that I think people who are not gay or lesbian would feel more comfortable to come and testify to things that had occurred in their presence or that they witnessed happening to other faculty members. And people either don't feel that commitment to speak out against homophobia if they aren't gay or lesbian, or about racism if they're not a person of color. It just attests to the strength of the problem.

Commissioner: There are students at this university, for instance, who will not take a course from a faculty member who is gay or lesbian. That might be something to consider about being out or outspoken, that your courses suffer. There's the obvious problem of dealing with faculty colleagues who are homophobic. I'm not sure the problems are that much different than for students.

Commissioner: I also think that in relationship to the kind of forum that we have, it's not just an issue of coming out and saying you're gay or lesbian. The concern, for a faculty or staff member, is they're coming there to talk about something that happened to them that they thought was bad. And when you do that within the University, there could be repercussions for it. There's sort of the unwritten code of ethic that if you're in the club, you don't complain about club members. And even folks who are out, might not come out to this because it might not be a forum in which they feel safe to say, in a public hearing, that X happened in 1985 and there wasn't any resolution. And maybe there's concern that it isn't a forum...or a judiciary body, where we are saying that after this is over we will be able to slap someone's hands. So this might not be the forum they want to be in.

Of course, what we're doing is talking about the people who aren't here.

Student: Are you going to address that issue, then, of the staff not attending? Are you going to take a different approach? Maybe of having private...not complaints, but private talking?

Commissioner: There are several sources of information...there's..you can have a private oral meeting and you can write something in, either with or without your name on it. There's a survey going out. Maybe we should be asking on that survey about the person's feelings about safety if they involve themselves in things like this. That may help us understand what's happening here today. There may be some people who can give us some understanding of why they weren't here. Anyway, so there are faculty and staff surveys and a student survey.

Commissioner: has anyone here gotten that survey?

Commissioner: One of my housemates received one, so it is out.

Student: Are all of the members of this panel here the ones who will be writing? And I'm wondering how this information will be processed. Will recommendations be made, and to whom?

Commissioner: there are several task forces doing a variety of things. Reports will be written by those task forces. The Commission will then break up into issue groups around the areas of the charge. Each of those groups will look at the materials gathered by the task forces and will write working reports..etc. etc. (explanation of what the Commission will do with the documentation)

Student: Well, this meeting is merely regarding faculty and staff. I'd like to relate a happening that has to do with students because I wasn't able to be at that meeting, and then I'd like to make a couple of comments.

This incident centers around the use of the word faggot. It is used as a "cut" by groups and people who are friends, against one another. And it is used in a derogatory way by lots of people. So you're maybe sitting with a group of new friends and another friend comes up and says "So where were you, faggot? I didn't see you today"....I'm sitting there, and there's a gay man forced to deal with it or not to deal with it....that's the choice. And if I deal with it, there are possible repercussions, one is fear for my safety....someone could punch me. Two is the inability to articulate what I want to express to them. Three is that they may not listen. One, I don't feel that I, as a student, should have to deal with these people one on one to do this, and I bring this word faggot up because it has happened in my presence twice in one week. This leads me to assume that the word is in common usage, so in the one incident, I spoke to the woman and told her I thought it was a derogatory word. I felt she shouldn't use it and to try to use it I related to her that I wouldn't use a racist term with my friends. At that time, several of her

friends were there and they began to ask me "are you one of them?" and I assumed they meant gay so I said yes I am gay. But that's not what I'm discussing. I'm discussing the use of this one word. The feeling is definitely that San Francisco State.....well, I have a question...what does the University intend to do to reduce the tensions caused by prevalent homophobic attitudes that do exist on this and other CSU campuses? This question comes out of this incident. And when these things happen, tension exists. As a student, I really wished to have sat there and continued to do my homework. But I was verbally assaulted. Though in one sense it was not aimed directly at me, in another sense it was. So I wanted to bring that up.

The other thing is that there is a psychology book in use on this campus and I'm sorry I didn't do the research and bring it with me. But there is a book that, in discussing genetics, discusses the condition of an xyy male, the y being an extra chromosome. This book suggests that one of the traits resulting from an extra y chromosome is that it can lead possibly to bisexuality and then I quote the book "due to an inability to control impulses". So now I'm suggesting that the university, because of their choices of books, propagates this atmosphere of homophobia on campus and doesn't deal with it.

I'd like to finish what I have to say by saying that ..... is an instructor teaching.....and in a very positive note, asked the class if this was homophobia, after I came back to her and said it was. So I do feel there are instructors out there who are instructors, and so that's a positive note.

Faculty: Well, regarding the theories related to causes of homosexuality, I've been engaged in a battle for several years now. But there are, unfortunately, biological theories that attempt to explain homosexuality as an intrauterine mishaps that was caused by some stress on the mother..1.and we laugh about this, but these theories are very serious, even in sexological associations. And they're taught, on this campus, I think in the Psychology department. Now, I have a very strong commitment to academic freedom and so I think that if someone believes those theories, and believes there is adequate evidence to support them, they should be taught...what I object to, however, if that the counterarguments, and what I consider overwhelming counter-evidence that questions or disproves them, is not correspondingly presented. So that the student gets only one side of the story. And that isn't about academic freedom. It opens teaching to homophobia. I think either you teach both sides or teach neither.

Especially when the evidence is very controversial and the charge of discriminating against a group is a charge people will make. So what has happened is some of the psychological theories about homosexuality have been abandoned now. in part, but there has been a shift to physical and genetic explanations. But I fear

censoring texts.

TAPE RAN OUT>>>BEING TURNED OVER

Commissioner: I think what was said before was that the faculty member actually presented her own view, was not presenting it as a theory. but was presenting it as a truism. And that's the difference.

Faculty: Yes, that's the difference.

Commissioner: Then, one of our recommendations might be that faculty keep...and I don't know how hard this would hit since I'm not a faculty member....but faculty members could present theories in their classes without interjecting their own personal viewpoint.

Commissioner: The problem I have with that is that it puts the people who wrote the books as different from others.

Commissioner: Then my thought might be too extremist. But it seems like the thread here is a recommendation that would speak to academic freedom, and to ...I think a faculty member, like the one you were talking about, didn't realize there was another side. When you think something is the true, you don't necessarily think about whether there is another side.

Faculty: I think mostly faculty members are well aware.

Student: I believe in academic freedom, but you will always have a certain side given and one will be emphasized. There will never be a fifty-fifty.

Student: We should have academic freedom, too, to write whatever we want in our papers. I took Prof. .....'s class in .....and I see him here now at this forum.. When I was in his class, he gave general assignments where we had to do certain things but the topic was left up to us. So I felt free to work it a certain way, by writing about homosexuality. But the first time I did that, I was scared. As a student, you're expected to have a certain G.P.A.. The belief that you go to school for an education is not always true...or we would not have grades.

Another class I have this semester, and I talked about it at the other forum, a class where at least seven of us are openly gay students and none of us were willing to write, in a paper about ourselves and why we attend this school, that we are gay. And one of the questions you ask yourself....like one of my reasons for being here is coming out. Also I wanted to change my major. But I wanted to come out. And I have to be worried about saying this in a paper because my teacher is going to be biased? He said to do our best in the first paper because there is always subjectivity and bias and you need to do well on the first. And I don't have academic freedom to write what I want?

So we are limited as to what we can say or say in class. I'm also in ....'s class and I speak up a lot and like another student here, we say alot and everyone is that great big class knows that we are gay men on this campus. They recognize me, and there's always a self-consciousness about it, like who's looking at you, who's behind you. I've heard comments, like going down to the garage, just because of the way I carry myself. So what if these people wait until I get down to the first level in the garage, because I'm open. And I'm open because I want to make things better for others. I'm working on the Studies program, we won't get that for another year. I will graduate before we even have it, yet I still believe that what we can do now is helping future people. Some day they'll have the freedom to write and say what they want in class, and express ideas. If teachers are able to express their viewpoints, and they do....the books they choose are from their perspective...their lectures are what they choose to talk about and put in the syllabus...requirements, etc. well, why can't we also?

Student: Aside from that one teacher saying that drugs and stress cause homosexuality, she would just assume that everyone in the class was heterosexual. Like once during the lecture, all the women were supposed to fantasize about men, or something like that,.I didn't raise my hand then, but I happened to be in a bad mood the day that she talked about that.....(laughter, very garbled)..... And after that she would search for the right word but never quite found it. But it's so strange that someone could assume that everyone in the class is heterosexual, especially in this city. And get away with that.

Commissioner: Academic freedom is a serious word. Even as the chair of a department, I cannot tell my faculty what they must teach. However, yes I guess it is difficult to say to a faculty that you cannot use this text. But certainly I believe that, in terms of recommendations. we should encourage all faculty to keep an open mind. We should encourage faculty to show different points of view, and if students have different points of view, it should not have anything to do with the grade the student earns. We cannot take away academic freedom but maybe we can try to make sure that things are open between different parties and groups of people.

Also I think this is the same topic...Sensitizing the faculty. This is important for faculty and staff and students to be aware of what's happening. Just one example is the other public hearing about homosexuality. I personally do not know anything about homosexuality, but after that hearing I learned so much. and have a lot still to learn. but in the future I will be different with my students because of that. Also I would suggest workshops or seminars about this topic, and should come from higher up in this administration. We may not get a lot of people, but if it's coming from the upper administration, it might make a difference.

Faculty: I want to follow up on the idea about homophobia stifling students' academic freedom. A couple of years ago there was a lecturer in the School of Humanities who, it was beginning to become known, if you chose a lesbian or gay topic for a paper, there was no way to get better than a C on that paper. Students were just beginning to realize about this particular instructor who left, so the issue with that particular person was solved. And it stifles peoples' academic development, not to mention self-esteem and self-confidence. There was another example that popped up earlier in the conversation that does shock me. A couple of years ago there was a group of lesbian staff and faculty that got together and one of the issues that came up in that little group was trying to decide where to meet. We had to rotate meetings into different buildings on campus because particularly, mostly, staff, but somewhat faculty, were concerned about meeting in the building they worked in and people simply wouldn't attend if the meeting was in their building. So we rotated so people would feel free to go. Meeting times were published in Campusmemo so people would see, in your own building, that you were going to this particular meeting.

Faculty: A number of years ago, this happened to me. As is true for all faculty members, there are times when we must be evaluated by own colleagues. And this happened before these evaluations had to be signed, which is now the policy...you don't write about someone, anymore, without putting your name on it. I had excellent evaluations from my colleagues, with one exception and I'm not sure who wrote it, because it wasn't signed. And my chair and dean asked if I wanted to write a rebuttal to it before it went into the personnel records.

This individual said that I did not have a commitment to my department because I was also on committees in other departments, notably ..... and because I was developing and teaching specific kinds of courses around specific sexual issues and gender issues. And as a result of that, I wasn't, according to this person, helping to turn out good, solid, mainstream professionals in my discipline. And that information could be devastating to someone at time of tenuring or promoting.

But what is also true is that research and any kind of work related to women, lesbians/gays and bisexuals has never been seen as worthwhile, or academic, or necessary, or important. And to be accused of not being dedicated to one's profession because you are lesbian or gay is pretty horrendous. And I think that this might be another reason why there aren't many staff and faculty at this hearing.

Faculty: I'd like to say that, as a faculty member, I deeply resent being treated as a non-academic. I am an academic. There are faculty members, both in a outside of my department, who will not look me in the eye, who will look around or down, and don't

have the guts to confront me about sexual identity, but ignore me. I work in a center upstairs, now known as ..... and from time to time we get people writing long, derogatory messages, real macho stuff about fags and dykes. But I also resent, from a broader perspective, the sexphobia that occurs. I resent that people, who say that they're liberals, can't look me in the eye. I resent the assumptions that are made and I resent the treatment. And I don't like any labels at all, of any kind.

Student: Question to the woman in the back, about what you said about the lesbian group meetings....was it...could these women attend without being public? was it possible to attend anonymously?

Faculty: Sure, of course. If your supervisor read Campusmemo and saw you leaving for lunch at a particular time and watched you going to a particular building, they might figure it out. But of course, your name was not on some public list or anything like that.

Student: We've discussed what it's like to be gay students. As faculty, do gays and lesbians experience homophobia coming from students?

Faculty: I've had students who called lesbians and gays all sorts of names, in class, knowing that I am also gay.

Faculty: I've been physically threatened. I have had people in class that I'm afraid of, no doubt about it.

Student: What can be done about it?

Faculty: It's a student disciplinary problem or action, but it's not easy to do. If someone comes into class and says that all queers should be hanged....and if you want to do something about it, there is a procedure....and what happens, do we rap the person on the knuckles and he's back in class the next week? There aren't explicit policies around these issues and it's hard, at best, to develop policies. It's a little like reporting to the police that you are being followed by seven people with guns and you are told that nothing can really be done until you have holes in your body! Things can be done, with time and effort.

Faculty: My remarks will sound self-congratulatory. And maybe they have to be, because I've gotten so little recognition. I become my own PR agent on campus. It ties in exactly with what is being said....first of all, it's my feeling that the homophobia that has been directed against me and our work on campus, is based on the assumption that anyone who is not a bonafide heterosexual male or female is not a responsible adult. And that hits hard at especially men, who , in this patriarchal society, are responsible for the entire society. So I feel I've always been treated as a child. And at my advanced age, that may be flattering, but there are dottering old men who are considered

children.

It really has been an enormous source of motivation even while it has been aggravating. CERES got one million, two hundred thousand dollars from the federal government. My colleagues, some of whom are in the Psychology department, were saying "He doesn't deserve it, he doesn't know how to do research....that any research that came out of it was questioned. And we kept getting more money and I kept saying "now are you satisfied?" and there's reviews, reviewed by peer scholars, and these people on this campus never acknowledged that the research was valid. We kept getting recognition from Washington. And the questions weren't even objective, as "how could you do research on homosexuality if you are in any way involved in it?" they thought we were going to seduce our respondents. Can you imagine that? they actually thought we would do this, that instead of gathering data, we would have sex with the respondents instead...and collect the money from the government, as well.

(TAPE TURNING)

Faculty: The Journal of Homosexuality is entering it's twentieth year. It has never gotten any recognition on this campus. I have probably the most extended academic network of anyone in the world around these issues ...the Journal has international recognition. This year alone, I have been invited to Toronto, East and West Berlin, Boston and Paris, for conferences. None of this gets the least bit of recognition on this campus. I really live in two schizoid worlds where all of this is acknowledged in other places and not at all on this campus. People turn their attention to the journal and say it can't be academic or scholarly because it is about queers. Regarding my directorship of the Human Sexuality program, there are constant challenges that I have to be ready to deal with. Here I am the Director of a program that many people think should be directed toward reproduction and so on and I am an advocate of a variety of things, including reproduction and enjoyment, and other things not in the tradition of sexuality. So I have to constantly defend my directorship...the most unkind cuts are the challenges to the variation course. The latest one is that it isn't really a psychology course, and after sifting through all the possible interpretations of that....we deal extensively with personalities and all ....the thing they're saying is that I'm not treating these variations as pathologies, not treating them as diseases. And I'm saying "this is sex, baby, it's much more varied than you thought, and this is it. I'm not going to give you pathological explanations. I will certainly review pathological implications but I'm not going to suggest them as causes."

I have felt, until recently, totally isolated in the psychology department. What we've done is a compromise. I'm in the attic of the building, in a small space, so I'm in the building, but I've never been on a tenure committee in the department. I've never been on a promotions committee, I've never been on the

curriculum committee. Although I'm kind of glad I've not had all that committee work. It's only been recently that I've been invited to join the Social Studies program, and that's been by the minority members and the young members of the department. And so the homophobia I've experienced is of being ignored.

I could also tell you a very touching story about when I joined the Psychology faculty. I had to lie to get tenure. They were asking why I was not married and at the same time....my tenure letter was sitting right there and I was being asked if I planned to get married, and at the same time, a colleague of mine...a black lesbian....was also up for promotion and was getting the same kind of shit that I was getting. So we decided that we would have...would tell our respective department heads that we wanted to get married but our families objected. I swear, that's how I got my tenure, and it's been an uphill fight all the way.

Student: I agree fully that we're dealing with broader things....sexphobia, having to do with bigger issues, like family and patriarchal western values. My view is right along with yours. I don't understand...I'm learning just a little about how the university works with faculty, but one thing I don't understand is how it all works. You hear things like calls for papers, so this is what I don't understand. It seems if the university wants to break this atmosphere of homophobic conditions then it has to come from the top and I don't know how that can happen. It seems to me that it is academic to have a call for papers, and we have very prestigious professors at this university that could write them on homophobia and related topics...sex in America. That's one thing I think the AIDS epidemic has done for this society. AIDS has brought about our ability to speak about sex and we have to do that.

Faculty: I've done a whole volume on homophobia...and it has been totally ignored.

Commissioner: I was trying to think of ways to translate some of the issues we're talking about today into recommendations and suggestions, and there are three general areas that have come up for me. One is a recommendation that could be made against specific discriminatory behavior or overt behavior, like what kinds of policy can we recommend or establish that would apply sanctions to homophobic behavior. Two, what can we do on campus that could address the area of human and employee relations in general....like, for instance, how we treat each other as human beings, like the example of how things are said...that directly or indirectly impact you even if they are not intended directly for you. how we interact, in human relations kinds of ways. And then, how can we acknowledge and appreciate and validate diversity, don't make assumptions. I resent them being made. I resent labeling because I resent the assumptions that are attached to them.. These are the three areas for me....sanctions, interactions, and acknowledgement.

And I started to mention, in the summer the two recommendations that came up in hearings for me...to incorporate pieces bout diversity, ethnic, cultural, sexual diversity in all the training kinds of things I facilitate, coordinate, etc.. for people on campus....that these things become routine parts of training on campus. Another is...we do not do exit interviews on campus right now, so another recommendation is to develop a program for doing confidential exit interviews so that when employees leave campus we try to find out what is going on...why are they leaving. And maybe some of the reasons they are leaving, that would assist in dealing with situations that are discriminatory, have to do with these issues. I want to translate what we're talking about into recommendations.

Commissioner: These are, quickly , reflections that I'm trying to make about what we're talking about. One is the fear, the physical fear of being out. Supposedly if we have policies, we are not supposed to be fearful. Obviously, we're not doing what we say we're doing in order to protect everyone. So we have a lot of people walking around in fear...professional fear as well as physical fear. When I heard some of what is being said, it isn't as though the story is new but looking at someone I know and hearing it....the actual fear of walking across campus, really makes it real. The other thing is this notion of academic freedom. What bothers me about some suggestions. is students do not feel protected when they interject their interests into the classroom, and how does that get protected, because there ought to be obvious safeguards for that....that you did write a paper on homosexuality, actually several, in my class. I'm glad you felt able to do that, but the initial fear of doing so concerns me. The fear that you felt I had the power to do something about it also concerns me, just the notion that you took that chance, thinking that there was nothing you could do about it if I did something to your paper...I think that's something we could address structurally.

John's comments are hard to hear. It relates to the assumed heterosexuality issue. I think it hurts, its another of those issues that needs to be addressed. I don't think that a faculty member ....well, they have the right to be insensitive but I don't think assuming heterosexual identity is the thing to do. I happen to weave a lot of sex, drugs and things into my classes and even whether you're heterosexual or homosexual, we have to clean up heterosexual language. In class when we talk about going home to someone, it should be very easy not to classify that person's gender. We don't know even the gender of the person hearing you, so how can you make those assumptions.

So, those things are hitting me pretty hard. Some of it is that people I guess have a right to do and say these things, but there are ways we can help people stop these behaviors. Maybe I'm projecting, but I was starting to feel sort of a pessimistic, maybe a realistic view, that because someone has the right to be foolish that we should let them be. We need to think about

At City, there's always a feeling of "why don't you go somewhere else and do it?" We actually had $50,000 in outside money. We've gotten half of it into scholarship but the system has been sitting on the other half for three years, because we want to use it for activities and we found out that they thought activities meant orgies...that sort of thing which infuriates me. Anything that a homosexual done must be orgiastic or include nudity or something. I have had to threaten legal proceedings to get this money. I found out that the main reason we haven't gotten it is that they think we're just going to have sex with the money, or just pay ourselves. I can't overemphasize how strong a prejudice that is, that assumption that anything we do is just sex-laden, in ways that our opponents think is pornographic.

There are also endless discomforts around how lesbian and gay faculty feel around how we look, how we dress, whether we go to gatherings for department families. there are so many subtle things, the mind boggles. There are insidious things having to do with assumptions that people are married or have families, or making lists of department members and their spouses but never their partners. There is just so much of that sort of thing. If you wear purple, you must be feeling gay that day. And if you don't wear a tie, it must be that you're feeling a certain way and on and on. People of color, I'm sure, go through the same shit. But it's really focused on gays, a constant reminder that we're really different and not very nice in terms of the dress code or the marriage code or whatever code.

There are just so many things to address. I would welcome some expression of strong discomfort at this testimony...or outrage. Certainly you can say that thirty years of academics are worth something. No matter what we do, we just aren't qualified. If I won a Nobel Prize, I still would be part-time at City College because I'm just not qualified. Because I'm gay. So I've said my piece....the kind of isolation, the wishing that people would go away, the assumption that we're laden with sexuality , which is actually a projection of heterosexuals, and that's never addressed...

Student: There's something along the same lines of what do we do about all of this...I saw in the Gator the other day some proposition about disciplinary action to be taken against students making racist statements to other students. I know that Berkeley has a similar law that really has some teeth. You can get expelled for making racist remarks at Berkeley and I think it's progressive, it's about time because racism is a terrible thing. But why does it stop there? Why stop at racism? Why not include homophobia?

Commissioner: Let me quickly interject that the Gator article is the work of a reporter. Although the reporter mentioned the Commission, there has been no recommendation from the Commission about any area of discrimination.

whether there are ways, even though we can't legislate them, but are there other influences that we have to change things.

Faculty: I would add isolation...why did I have to wait so many years for things? I was introduced to as new staff member, just last September, as "Peck's bad boy" by a man who has been on staff longer than I have. I have never been able to adjust to the peculiarities of work...or should I say the uniqueness.

Visitor: I'm the chair of lesbian/gay studies at City College. I think there are great disparities. I agree that we don't want to be pessimistic, but I think the Commission could express its outrage that a world authority in the field is treated this way...and is still treated. I'm teaching at City College, I have a doctorate from Stanford University, and a lawsuit was filed for a group of lecturers....if I hadn't been lucky enough to be part of that lawsuit, I wouldn't have been hired.

We have similar problems over those kinds of issues. I wonder what kind of sanctions you can develop that have some teeth, because in my own situation, if City had not developed the program I chair, I would have had to resort to a lawsuit based on homophobic treatment I've received over ten years in the English department, just to keep my job teaching English. Homophobia like every time I taught my gay/lesbian literature course, it always had to go before the curriculum committee...not true for other courses. Here I am with this courses that routinely draws forty to eighty students and I'm always having to defend it to the curriculum committee...checking to make sure it's an okay course. And there's no recourse; the bureaucracy gets manipulated to make things more difficult for gay and lesbian faculty. So I wonder what sanctions you can really write that will work.

When we talk about employees, are you talking about both faculty and classified staff? In our situation, I find our staff is much less homophobic than faculty and the classified staff can be called on the carpet for slurs and so forth, but the faculty are protected by prestige and being on top of the class system of the college. You might want to look at what works with the staff.

We were at a thing at Berkeley last week and there wasn't a single Berkeley faculty member there. There were seventy or more students in attendance who wanted lesbian and gay courses and lesbian and gay professors, but the professors weren't there.

It strikes me that since the Journal of Homosexuality is so internationally known, that the issues coming out in the last year are helpful in setting up student services and the like. The double volume on youth issues is invaluable. So whatever is going on here, your journal is practically a bible for others.

Perhaps another way of getting at it, is an issue on homophobia.

Student: Another part...when we talk about what we might do, I think of teachers I've had that are very enlightened. One of my teachers passed out an exam that was a fun test...there needs to be a way of reaching teachers, helping them be more sensitive. Some might be interested. There are people who, in the Psychology department, are interested in both sides of the theories and issues and are eager to give both sides. There could be seminars or whatever for faculty...memos, forums, to teach sensitivity to gay and lesbian issues, as we've probably done about racial issues over ten years. We've been a leader in that area..there had to have been forums to help sensitize people.

Student: I feel like I've said a lot today, but the sanctions...they give a false sense of security. They do not prevent instructors from being ignored, they don't come from the top and they don't really fix anything. Why didn't I hear, when I came to this campus, about this very famous instructor, who is gay, who is world-renowned? Why did I have to hear this at this meeting? The sanctions are good, only if they have teeth. But they have to come from the top. I lived in Texas for awhile and people want to know if they're racist there...of course, there are racists in Texas, but it's more overt and you deal with it differently. The racism in other places in more hidden but not nearly less. So sanctions don't change much. Sanctions don't change the way we think bout others and we better start recognizing that there isn't much time left on this planet and we better get together

I worked at the University of Santa Clara for awhile and one year they had a lecture series on poverty and we could try something like that.;..a lecture series...maybe on the subject of Sexuality in America, with nationally known people addressing all these issues. We're talking about sexphobia and sexual repression. Henry Ibson was even censored a hundred years ago in how he ended a play.

One short story...I was academically disqualified from SFSU at one time./ One thing contributing to this was having received a D in an ethnic studies course. I had always participated in the class, there were only 12 or 13 of us in the class, I rarely came late, I nevermissed. The feedback was that I was doing okay. So I was really disturbed when this D came, so mad that I didn't go to the instructor to ask why I got the D. Well, a year later I asked and he said he had no records except that I had been in the class and that he'd given me the D. So I had no recourse. But two things did happen in that course. One was that James Baldwin died during that time and I didn't know he was gay and read it in a gay paper. When I brought it up in class I was told that his being gay didn't have anything to do with his literature ...has no literary merit. I found that neat that Baldwin was gay...so that was ignoring or playing down who a writer is...like the fact that a person is a woman has nothing to do with how she writes?

The other incident was an illusion that Alice Walker was a lesbian that hated men. He tried to use The Color Purple to prove that point. And I challenged him on that. I feel I flunked the course because of these challenges.

So what I've been learning about this institution is that we could set the pattern for the nation, and we have that obligation to do so.

Student:I took a gay lesbian literature class somewhere else and worried about having it on my transcript. and I took one here and that's on my transcript as well. And I think we never can be silent, because any event in which we are silent is implied consent. I think this Commission should make it perfectly clear that no form of discrimination will be tolerated on this campus. I don't know how this can be done, but it needs to be done. Discriminatory remarks fall under that description.

Faculty: I've had many of these experiences....homophobia is pretty pervasive. I sympathize with the attempt come up with sanctions, because lesbians and gay men have no civil rights that the federal government is bound to respect. We have little legal recourse to back us up. Maybe something along the lines of a community board. conflict resolution committee, may be helpful because it's a mediation activity. It doesn't have to be hush-hush and it should still protect privacy. That's maybe a concrete thing we could do.

Another comment...about why aren't there more gay and lesbian faculty. It may have to do with the workload. People are pretty marginalized, there are an incredible number of part-time people, people's work is under scrutiny. It's takes a lot of time to do things perfectly, because if you don't you could be gone very quickly. Every little mole and freckle is evaluated. Plus that means you should be on lots of committees so you can be aware of whatever is going on. People are out there doing two or three jobs because they can't get a job in one place...and if you don't do extra, you're gone.

Faculty: I think a lot of the faculty are just squashed by the system. After my own coming out years ago, people used to run up to my office and ask about who else was gay. They wanted to know about everyone on campus. I knew before my announcement who was lovers with whom, but you don't use that information....anyway, after I came out I lost almost all my friends because they felt they might be overexposed....guilt by association. But I still could observe their careers and what I saw was sad. They became the housekeepers, the maids, in their departments. Everyone knew they were not married and suspected they were gay. They way they hung on was to fit in, give up their own creativity, and I thought that was so sad, that they really gave up their careers in a way.

Commissioner: Very quickly...our relationships are not valued.

As a faculty member in a long term relationship, the breakup of that relationship was given nothing in the way of emotional support. Had I been heterosexual and going through a divorce, there would have been all sorts of support. But gays and lesbians are not thought to be able to be part of stable relationships, so we get no support around our partnerships.

Secondly, one of the things I did not notice until it was brought to our attention at a hearing...a suggestion was made that we look at our written job openings. We say, in writing, that we are an equal opportunity employee. In the next sentence, we say we encourage women, minorities, etc....to apply and we specifically name those minorities with the exception of gays and lesbians. We have never institutionally encouraged gays and lesbians to work here.

Lastly, related to doing sensitivity things, forums might stop faculty from saying things in classes, but outside of classes there are terrible things going on. We need to address more than classes. We need to address what goes on in offices and organizations and other places on campus as well.

Faculty: We're dealing with a lot of pain and anguish here...talking about people wasting their talents and gifts....there's a lot of suffering in that. We don't see a lot of that objectively. We need to begin looking at all of this very closely. Issues around gender and sexuality and race should have nothing to do with the job that any of us does. It's true that heterosexuals get support...divorces, birth of children, etc. So many gay men and lesbians are also parents and that is never seen as a part of our lives; it's part of heterosexism. I still resent those assumptions. Lesbians and gays are simply never part of the "family"...the department family, the university family and the like.

Student: I wondered earlier where the faculty are. I want to thank those of you who are here. I realize that it does take a lot to be here. It's amazing that, on this higher education campus, there is still this discrimination. If I sounded rude wondering where everyone was, I apologize.

Commissioner: We need to empower...we need to continue to capture notions of rage and the power we're experiencing in these meetings, and still make sure that what we write is clear and cogent. When I hear pain I think empowerment; that's my personal reaction. What comes out of the rage is empowerment and we need to keep thinking about what we can do in terms of where we walk and where we talk. This reminds us that we must remember the feelings as we do the writing on all of these issues.

Thank yous. etc.

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TRANSCRIPT OF PUBLIC HEARING

SFSU HEARING ON DISABILITY DISCRIMINATION

FACULTY/STAFF - OCTOBER 27, 1989

COMMISSION ON HUMAN RELATIONS:
RACISM AND OTHER FORMS OF DISCRIMINATION

HEARING ON DISABLED FACULTY AND STAFF
October 27, 1989

Staff Member 1: I have two parts to what I want to say. I attended the meeting for students where it was stated that DSS was not cooperating withthe Commission in surveying students with disabilities. That is not true and in fact we have gone to great lengths to cooperate.

The second part concerns myself. I have a hidden disability. Although you cannot see my disability, my life has been affected greatly by it. It has drastically affected major life activities for me. Presently my employment opportunities are not limited, I do not feel, but in the past they have been, and it's taken a lot of hard work, and personal work on my part to overcome the limits my disability put on me. I was appointed to this position. This was done after there was a national search, with several candidates, I understand. I'm honored to have been appointed to this position, and I'm very pleased with doing it. I'm aware that, in the past, this position has been held traditionally by individuals with visible disabilities. Often, although it can't be stated as a requirement, a person in this position would have a disability with the rationale that they would have networking capabilities and understanding about people with disabilities. I want to commend the San Francisco State University administration for choosing me, and not discriminating against me because I have a hidden disability and not a visible disability. In this case it has been very good for me not to have been discriminated against. It's good because a number of the students that are served by DSS have hidden disabilities. So by the nature of appointing me, I think hidden disabilities are being acknowledged by the university. But this is not the feelings of everyone on this campus. I have heard that at least one faculty member on this campus who I know
is aware that I have a hidden disability has been telling mostly faculty and people on campus that I do not have a valid disability, that my life has not been affected in a major way so my disability is not valid and also that I'm not qualified for this
position. I've heard this from almost every faculty person that I know personally, that they have heard this rumor or discriminatory comments and some of these people are willing to put this in writing. This is affecting my ability to do my job and affecting me personally and the way I feel about myself. I'm not going to
let it limit me but those kinds of things, as discrimination does, affect a person on a daily basis. I feel that what's being said is not thinking of me as a human being. It happens to students all the time on this campus when they feel that they have
to prove to faculty and other people that they have a hidden disability. There's the added burden of having to show documentation to prove you have a disability and are entitled to the same protection under the law as other people with more obvious disabilities. I also believe that if students hear this it will affect their confidence in coming to me to get services and it will affect

their lives as well. That's what I have to say.

Commission Member 1: I wonder, in the job description when a position's opened, is anything said that the candidates, or the one finally selected, must be a disabled person.

Staff Member 1: No, it can't say that.

Commission Member 1: But then why is this kind of thing going on after you were appointed? What's the reason for saying you don't have a visible disability? Simply because the faculty felt the position should be held by a person with a visible disability who can do a better job?

Staff Member 1: I think that might be the gist of it. It's not just because I have a hidden disability. It's more like saying a hidden disability is not valid.

Commission Member 1: Is not valid for what?

Staff Member 1: Is not a valid disability.

Commission Member 1: But that has nothing to do with the position, right? It is not necessary the person in the position be a disabled person, right? So this is something I don't understand. Probably there are some other reasons behind it. You talked about students with a hidden disability who need to prove their disability. Is that in a class, or in what kind of situation?

Staff Member 1: In a classroom, if a student with a visible disability approaches an instructor and says, I need these kind of accommodations in the classroom, I think in general the faculty member is more open. If it's obvious a person has a visual impairment, they're going to be more open to giving them certain kinds of accommodations in the classroom concerning testing or whatever. They obviously need a reader or something like that. When a person with a hidden disability approaches a faculty oftentimes they get the kind of response like "What's your excuse. You're just another student making an excuse." Often times they have to have the burden of proof put on them. They have to go to the person who validated their disability and take that documentation to the instructor. It's a burden and it's more stress for the student. Faculty have to do that, but sometimes it's the attitude that people take and sometimes it's awareness
of the extra stress that's put on a person.

Student 1: With the professors, I have a hidden disability, when I go in, they see me as I am now, they don't see me when I get sick, or when I get sick on campus. They need to have written letters, or some of them I have call my doctor.

Commission Member 1: Do you have any suggestions to improve the situation?

Student 1: I guess educating the faculty with more outreach.

There have been problems with DSS, but we're working it out. We're having a meeting on Monday so things are going to improve.

Commission Member 1: So DSS also takes care of students with

hidden disabilities. Was that done before or is that starting now?

Staff Member 1: No, it's been done. Hidden disabilities have always been disabilities. We have done some outreach to different departments on campus. Project Learn has worked with the English Department faculty, and we have sent out invitations to certain departments. I would be willing to come to do a presentation, but we have to be invited. I would be willing to do more of that.

Commission Member 1: Do you usually send out information to faculty regarding your services?

Staff Member 1: Uh huh.

Commission Member 1:I have a lack of knowledge on that. I have had no one approach me.

Staff Member 1: What would you say could be done in my case about knowing of at least one person on campus who is...what do you say about known discriminatory comments being made.

Commission Member 1: I really don't know. It's obviously not affirmative action. Did you talk to your direct supervisor?

Staff Member 1: My supervisor encouraged me to come here. I'm curious about what the Commission might do in making recommendations to people who are reporting discrimination on campus.

Commission Member 1: Usually Affirmative Action is the place to go to complain about discrimination, but I don't know if this case would fit into it.

Student 1: It's been my experience that when professors receive letters from DSS or Project Learn they're not always willing to make accommodations.

Commission Member 1: If that happens, where do you go?

Student 1: That's the problem. I wrote a letter to the School, and I was made to feel really badly about writing a letter to the School. I was told that the professor had academic freedom to do whatever he wanted to do. Then they wrote me a letter that it was taken care of, but it wasn't taken care of. There's not too many people you can go to when that happens. One of the recommendations I made is that they have someone from the outside, I know it's unrealistic, oversee if students are having problems so that they'll be objective. When you're working for a school like this, who are they going to stand by. They're not going to stand by the students. I didn't get any support from the staff who work with us, even though they said they did. I was made to feel really badly. I worked it out with other people instead.

Commission Member 1: Is this the kind of thing DSS will handle?

Staff Member 1: Uh huh. We often do advocacy with students and deal with professors and we'll do everything we can to educate the faculty and we can do that diligently, but we cannot make a faculty person do something. When it comes right down to that, what's happening more and more across the United States is

liti-gation. Students are suing, and I guess that's the next step.

Commission Member 1(to Staff Member 1): How much can you do in this kind of situation? Do you contact the professor, or what?

Staff Member 1: What happens in the things I've been involved in, first I would make a personal contact with the professor, but sometimes the professor just needs more information. If not, then I'll contact the department chair. Sometimes it's taken care of there. I don't want to point the finger at the faculty only because I think also the university needs to take a stand in support of students and what they need.

Commission Member 1: Are you talking about the top administration?

Staff Member 1: Uh huh.

Commission Member 1: Are you talking about the new Student Af-fairs Vice President?

Staff Member 1: Well maybe even above that. I'm not saying that the information is not in favor of that. There could be something even more formal. I don't know if it's ever been talked about.

Commission Member 1: What kind of percentage is there of taking care of these problems successfully?

Staff Member 1: I can't cite a percentage, but I'd say the vast majority.

Commission Member 1: As a faculty member myself, without knowing about hidden disabilities, it's very difficult. Lots of students approach faculty and say I have this problem, I need more time. It's important to inform the faculty. Usually there's a workshop, but I have lost confidence in that because how many people come. The faculty and staff are overloaded.

Staff Member 1: There was a presentation at Asilomar but there wasn't a whole lot of attendance. I'd like to see a liaison in each department. That person would be supplied with information about a lot of different disabilities and would take part in educating their peers.

Commission Member 1: What about services to persons with other kinds of disabilities like visually impaired and physical handicap? Is there anything not being done? Any feeling on that?

Staff Member 1: Umm.

Commission Member 1: Just as an outsider, I noticed we had elevators built to try to make the buildings accessible. I would imagine there were some other things, lots of other things, not done yet.

Student 1: The doors.

Staff Member 1: Access on campus is a problem. It's a budget problem. I don't want to comment too much because I don't have complete information. Of course, what happens is that it's in the

plan and it's going to happen. Of course, with the earthquake and all the money that's going to go into that I hope that's not disrupted. But at the moment you have a student here on campus who's waiting and that's not good. But with a big institution and red tape and budget problems.....

Commission Member 1: Do you hear from the other group, students with visible disabilities?

Staff Member 1: Sometimes. It's not just a matter of people with hidden disabilities. There are certain ideas that some departments or faculty or whatever have that people with certain disabilities aren't capable of doing the type of profession they want to do because of a limitation.

Commission Member 1: In new building and renovation, are you contacted?

Staff Member 1: We have a volunteer person on staff who reviews all plans. It's the old buildings being remodeled that are a problem constantly.

Commission Member 1: Is there anything else?

Staff Member 1: I'm surprised I'm the only person here who's a staff person who has felt they've been discriminated against by certain factions.

Staff Member 1: I have one other thing to say. Some of the things we've talked about like getting support from upper administration and departments, that's my job and that's one of the things I'm planning to do. I'm not saying that anyone is at fault because these things haven't happened, but it's my job to facilitate that in the future.

END

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